

**AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING AMONG THE SECOND
SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF YOGYAKARTA STATE
UNIVERSITY IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Education**



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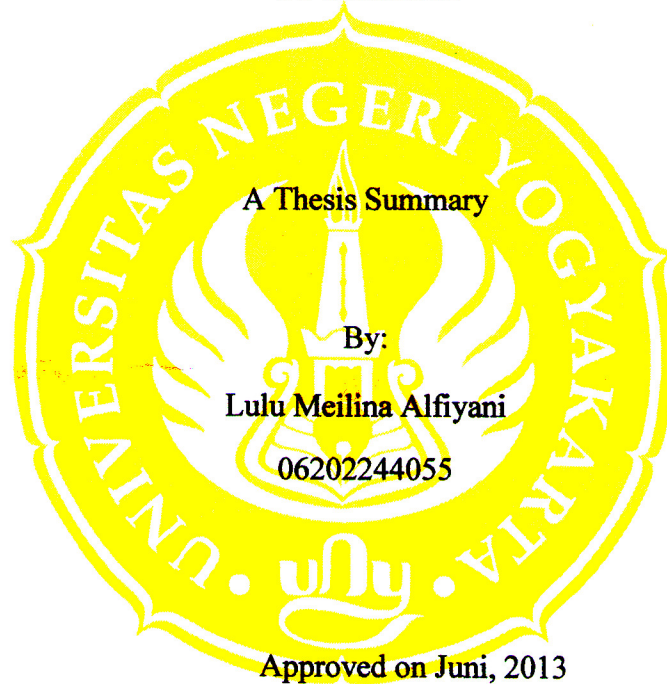
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APPROVAL

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OF YOGYAKARTA STATE UNIVERSITY IN THE ACADEMIC YEAR
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AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING AMONG
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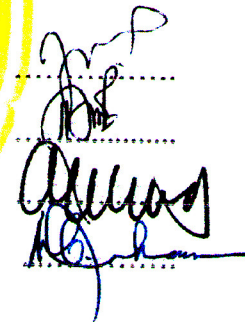
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in English Language Education

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PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di UNY atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2013

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I realize that my thesis is far from being perfect, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis will give some contributions for the improvements of the English teaching and learning and for the readers.

Yogyakarta, Juni 2013

Lulu Meilina Alfiyani

DEDICATIONS

In the name of Allah, the Most Beneficent, and the Most Merciful.
No God but Allah and Muhammad is His Prophet

I dedicate my thesis for:

My beloved mom in heaven, my father and mother for their prayers,

supports and kindness,

My younger sisters Lupi and Ida,

Mon cherie Anasse, merci pour l'amour

My relatives, aunty and uncle

All my friends who have helped & prayed for me.

MOTTOS

There is no God but God, Allahu Akbar, Allah is the Greatest.

Expects the best, prepare for the worst.

(Zig Ziglar)

A success of life is not reflected on how much we get but how much we sacrifice.

(Andrea Hirata)

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ABSTRACT

Considering the importance of grammatical knowledge in the writing process, this research aims at describing the grammatical errors that happen in the final examination of second semester students of Yogyakarta State University. Two research questions are formulated in this study. They are (1) What are grammatical errors in writing made by second semester students of English Department of Yogyakarta State University in the academic year of 2011/2012?, and (2) What are the possible causes or sources of those errors?

The research study is classified into a descriptive study. The data source were collected from the students' writing of second semester. The key instrument used in this research is the researcher and writing test result. Dulay's, Burt, and Krashen theory becomes the main key in the data analysis. As the supplementary tools of the instruments, some forms of data sheets were used during the research analysis. There were two kinds of data: quantitative and qualitative. The quantitative data were presented in the form of frequency charts for each category of surface strategy taxonomy and comparative analysis. Then, the qualitative data described each category that occurred in the students' writing. The researcher described the situation about the occurrence of the errors in the students' writing.

Based on the analysis of the grammatical errors, four types of errors were found. These four errors are as follows. Omission error was found 281 times, misinformation error was committed 119 times, addition error occurred 189 times, and misordering errors 6 times in the analysis. As for the sources of errors, four types of errors affected the occurrence of students' errors. These four errors are as follows. Developmental error was found 302 times, ambiguous error occurred 294 times, interlingual error was produced 191 times, and unique error was found 52 times. Based on the result, it is figured out that the students were creative in constructing English sentences and still have difficulties in learning grammatical structures in writing process.

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of productive skills in language learning. The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are a number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions. Harmer says that 'writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation' (Harmer, 2002: 255). It means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form. 'Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form' (Palmer, 1994: 1).

English language learning is a process where all skills of English (listening, reading, writing, speaking and grammar) are interconnected. In developing learners writing proficiency, all language skills must be involved. Aiming at mastering those skills, students can learn quickly when they feel confident in expressing their ideas with one another. In fact, they find English rules very complicated because some language features such as sentence

construction, grammar, vocabulary, spelling and so forth in their mother tongue are different from those of the target language. These make them difficult to express themselves in a clear, correct and comprehensible manner of writing. Lado affirmed that 'those language features that are similar to the (learner's) native language will be simple for him, and those areas that are different will be difficult' (1957 in Richards, 1987: 46).

Likewise, university students are often use the way of thinking and concept from their native language to express their ideas in English as well. They need to learn how to transfer their knowledge of rule/grammatical concepts of target language from oral language to written language. The difficulties in applying the rules of the language in writing cause students make errors. Dulay states that 'an error is a noticeable deviation from the adult grammar of a native speaker' (1982 in Brown, 1994: 205). It means that learners make errors because they lack knowledge of the rules of the target language. They may make the same errors at other times. Error is often considered as students' mistake in learning a language because the comprehension of that rules related to the student's ability. Selinker points out that 'when a student makes a mistake, it is not the fault of the teacher or the materials or even the students, but it is a natural part of a learning process' (1972 in Pranowo, 1996:50). People cannot learn language without systematically committing errors first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the researcher tries to collect information about students' errors

in writing. Further analysis is needed in order to know in which language aspects they make errors and their frequency.

Since English Education students are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers. They should not only become good listeners and speakers, but also good readers and writers. It is impossible to teach effectively if their English ability is poor. They will teach writing effectively if they master writing and other language skills. In attempting to master aspects of writing skills, it is necessary to analyze errors in written text to find out how much their acquisition are obtained in teaching process.

Considering writing skills are important for teachers to be, this research tried to investigate possible linguistic problems by analyzing the errors of the students of Writing II at English Education Department. The researcher applied errors analysis on surface strategy taxonomy due to this category related to students' writing skill on grammatical structure. As Corder states 'surface strategy taxonomy is a superficial of error classification used as a starting point for systematic analysis' (Corder, 1981: 36), thus the researcher used surface strategy taxonomy as a starting point in the description of errors. Surface strategy taxonomy highlights the way surface structures are altered in specific and systematic ways. It involves four subcategories; they are omission, addition, misformation, and misordering errors. The students' grammatical errors were analyzed and classified into those taxonomies. In order to be more useful for language teachers and students, errors classification were extended to a deeper

level by inferring the causes or sources of the errors according to comparative taxonomy. It involves developmental/intralanguage, interlingual, ambiguous and unique errors.

B. Identification of the Problem

In learning writing, there are some components relating to the system of language learning. These components determine the success of the teaching learning process of writing. These are as follows:

1. Teachers

Teacher is one of the writing learning factors which plays an important role in the teaching - learning process. It is the teacher who sets the tone of activities in a language classroom, so teachers determine the effectiveness of student's progress. Teachers should have a good teaching ability which supports the students' progress. Brown (2001: 167-168) states that 'the roles of teachers are controllers, directors, managers, facilitators and resources'. Her or his affective orientation toward the content, the instructional strategies, the students, and simply being a teacher influences the effectiveness of the process and the effectiveness of the process affects the teacher's affective prientation.

Teacher should engage himself with students to create an enjoyable and suitable teaching to students' need. In fact, some teachers are not well-prepared in using aids, they do not often provide learning resources and suitable media for teaching. They give much lecture than conducting

a dialogue in classroom. They do not get students involved, as the result causing no interaction between teachers and students. Students will participate passively because they have little opportunity to talk and do not know what the lesson is about. This kind of teachers' misbehavior influence the teaching-learning process. Kearney et al in Wrench (2009: 145) suggests that 'teachers misbehave because they are unable to relate to students, uncaring, preoccupied with other work, uninformed about course content, fearful initiating personal relationship with students, outdated, selfish and self-centered, and not committed to the teaching profession'. Teachers' teaching will not be effective if the teachers do not have sufficient knowledge of the subject areas in which they teach or the appropriate methods for teaching those subject. For these reason, teachers should overcome their teaching problem and must have a good competence in the subject matter.

2. Writing Materials

One of the language learning components is material. It affects the quality of interaction in the English teaching-learning process. Materials include textbooks, workbooks, paperback novels, magazines, computer software, video tape and so on. The selection of materials in writing must be based on learning objectives and students' characteristics. Students will absorb the lesson more quickly if the content of material is taught in a creative and attractive ways. For making lesson and writing projects can be very attractive and enjoyable for students, materials should serve

integrating skills which reflects natural use of the language. Davies and Pearse (2002: 99) state that ‘the integration of skills can be the basis for whole lesson plans of writing’. It means that materials should reflect the natural use of language in the classroom and build upon knowledge students already possess by integrating the language skills or switching from one skill to another. Materials allow students to interact with words, images, and ideas in ways that develop their abilities in reading, listening, viewing, thinking, speaking, writing, and using media and technology.

Teller (in Philips and Wallace, 2004: 26) says that ‘materials provide a real audience for communication and allow students to have interaction both in local and international’. It means that by using meaningful materials, learners begin to think more critically so that they can find a real context and apply it into written English. In reality, the content of materials/textbooks does not serve creative ways. Teachers rarely cover learner’s needs and do not select materials based on learning objectives and students’ characteristics. The content itself are placed on a high level of proficiency while they still need help and guidance in learning a language. The materials are often too difficult to understand, thus it is not focus closely on the needs of a particular teaching situation.

3. Learning Media

The next components in writing are learning media. The learning media are something important to help teacher deliver his/her teaching. Media as a means of using language acquisition helps teachers in

enhancing their teaching by using technical media (record player, CD player, television and etc) and nontechnical media (whiteboards, photos, magazines and etc). Hartnett (1985 in Celce-Murcia, 2001: 461) states that 'media should appeal students' senses and help them process information, thus reinforcing the teaching point and saving the teacher unnecessary explanation'. It means that media should excite and provide content, meaning, and guidance so that they can create a contextualization of language items presented and practiced in classroom. In relation to teaching writing, teachers organize the supporting media to demonstrate how writing process can be developed while expanding learner's knowledge and provide opportunities for students to think critically. Learning project can get close to a real communicative situation in the classroom. Brandt (2009: 102) states that 'the best way teacher can accomplish is to create learning project in which students can learn general inquiry strategies, rhetorical principles, and tasks that can transfer to other course work'. After doing a project or integrative skills, display and presentation is vital to give a purpose to the project and motivate students.

In reality, teaching by using media requires preparation which is time-consuming. However, many media materials (such as the preparation of vocabulary flashcard or the selection of magazine pictures to practice a language item) do not require exhaustive amounts of time. Teachers should prepare many kinds of media (electronic and non-

electronic) to be brought in classroom to held an effective and efficient process of educational interaction. Sometimes learning media is not available at the school causes students cannot learn by themselves according to their interest and ability. It is difficult for learners to motivate themselves in learning process because they cannot interact directly with the fact and environment. Learning media in school do not support for achieving effective communication, for instance the using of it just producing correct English. They will learn passively without an appropriate learning media. Learners can not participate in the classroom.

4. Students

Students are the center of learning who have an important role in the teaching-learning process. They come from different ages, needs, background of study, learning habit, competences and preference in how to learn English. 'Teachers should take into account that different learners have different ways of learning and different preferences regarding activities and learning materials' (Brewster, 2004: 53). They tend to learn writing based on their interest and personal goal. Some learners may be studying a language because they see its relevance to future occupational or education goal. Others may be studying it for satisfying a curiosity and fascination with a foreign culture. When some learners have less interest on learning, they tend to show it into gesture or body language such as less attention during class, chatting with classmates, doodling in their textbooks to express their boredom. Sometimes students find it difficult to

concentrate on learning. They may fail to understand what teacher is talking about and may become frustrated when they have an idea but cannot adequately express their thoughts in English. They are less able to learn much longer because of the lack of seriousness in doing their assignments. Therefore, concentration of studying and low motivation are a problem in learning that gives effect to expected learning achievement.

5. Student's Errors

The last components in language learning are writing errors. Errors are natural and can be avoided. They are necessary part of learning which indicate students' progress. Students often make errors when they develop their knowledge of target language rule system. The errors come from both inside and outside of students themselves. For example, they can make writing errors when they are tired or lack of knowledge in written English. Since English spoken by the learners of different mother tongues in which has different features, it is clear that native language interference has a large effect on foreign language acquisition, especially in writing. As writing is a productive skill, it needs a good mastery of the language components such as grammar, vocabulary, spelling and so forth. While it is relatively easy for learners to produce correct memorized language or slowly construct correct forms in controlled practice making a composition in free practice is not easy.

Based on Dulay, Burt and Krashen (1982: 146-150), writing errors can be classified into four categories. They are (1) linguistic category

taxonomy; (2) surface strategy taxonomy; (3) comparative taxonomy; and (4) communicative effect.

Linguistic category taxonomy classifies errors according to either or both the language component and the particular linguistic constituent to the error which gives effects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Surface strategy taxonomy highlights the way surface structures are altered. It includes omission (the absence of item that must appear in a well-formed utterance), addition (the presence of an item which must not appear in a well-formed utterance), misformation (the use of wrong forms of morphemes and structure), and misordering (the incorrect placement of a morpheme or group of morphemes in an utterance). The comparative taxonomy classifies errors based on comparison between the structure of target language errors and those in the native language. Comparative analysis classifies errors into four subcategories; intralingual or developmental (errors within the target language), interlingual (errors between the target language and the native language), ambiguous (classified as both developmental and interlingual errors), and unique errors (do not fit in any of comparative taxonomy). The communicative effect classifies errors according to their effect on the listener and reader. In this classification errors are classified into two subcategories, global errors (missing, wrong, or misplace sentence connectors) and local errors

(errors in noun or verb inflections, articles, auxiliaries, formation of quantifiers).

C. Delimitation of the Problem

As stated in the identification of the problem, errors may occur in reading, listening, speaking and writing. This research studied errors analysis focusing on grammatical structure in writing due to it is one of important skills for students of English Education Department of UNY who are prepared to be English teachers. The researcher conduct a research on errors because errors in writing are recorded/written and grammar is an essential requirement for succesful result of learning English, thus error analysis should not be neglected in foreign language teaching and it is easier to record errors in writing. As teachers to be of English as a foreign language, they should improve the way of teaching to reduce the errors which are always made by the learners.

The researcher conduct this error analysis focusing on grammar due to error analysis plays an important role in language learning and teaching. Regarding a learner may produce an incorrect form as a result of exposure to faulty language input. As Corder (1967: 167) states that 'A learner errors...are significant in that they provide the resercher with evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language'. It can inform teaching methods and bring them closer to the learning process, thus making for a leaner-centered technique of language instruction. Errors analysis can bridge the gap between langugae learning and

teaching and communication strategies. This error analysis will determine students' ability on understanding grammar of writing.

Grammar is an important component of communication. We know that communication should not be fluent, but also linguistically correct and appropriate to the condition. Chomsky (1960 in Richards, 1987: 144) states that 'the knowledge of grammar underlying our ability to produce and understand sentences in a language. We call upon grammatical competence to express meanings in ways that are native-like in the target language'. Learners have to pay more attention to both what they say and how they are going to express their ideas in language skills. The ability to produce and understand the sentences with a good grammar shows their level of proficiency.

Supporting the importance of grammar, Harmer states that 'if grammar rules are too carelessly violated, communication may suffer, although creating a "good" grammar rules is extremely difficult' (Harmer, 2002: 12). If grammatical competence is ignored, it is certain that the learners will become grammatically inaccurate communicators. It is not a simple case since one grammar skill interacts with other language skills and together determine what learners can do at any given level of proficiency and how well they can do it. Thus, having knowledge of grammar is very important for learners to have communicative ability.

For further classification, this research used surface strategy taxonomy. The errors were limited to four classifications based on the surface taxonomy. This includes omission, addition, misformation and misordering. The study was

also analyzed the causes or sources of the errors. To infer the sources of errors, this research used comparative taxonomy which classifies errors into interlingual/developmental, intralingual, ambiguous, and unique error.

The subjects of this research are limited to the students who take Writing II at the English Education Department. The researcher chose the second semester students due to the fact that they are still in the early phase of learning so they will be more enthusiastic to learn English and be more open to correction. The grammatical errors they commit will assist them to greater learning and understanding of the English language.

D. Formulation of the Problem

Based on the problem limitation, this study will attempt to answer the following:

1. What are grammatical errors in writing made by second semester students of English Department of Yogyakarta State University in the academic year of 2011/2012?
2. What are the possible causes or sources of those errors?

E. Objectives of the Study

Related to the problems formulated above, there are two objectives in this research. The first is to describe the grammatical errors in writing made by second semester students of English Department of Yogyakarta State University in the

academic year of 2011/2012. The second objectives is to infer the causes or sources of those errors.

F. Significance of the Study

1. Scientific Significance

The research provides more insight into the learning of writing program.

2. Practical Significance

- a) For the English teachers: The result of this study provides feedback for teachers of English Education Department that may be useful to recognize students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. The result of the study will evaluate themselves whether they are succesfull or not in teaching English.
- b) For the students: The result of the study will show them in what aspect in grammar which is difficult for them. By this way, the students are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors.
- c) For other researchers: The researcher hopes that this study can inspire other researchers to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing study.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

There are two parts discussed in this chapter. They are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and research studies which are relevant with the topic. The researcher used some theories of errors which are proposed by Dulay et al, and Davies and Pearse to refer error as a language system. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Description

1. The Notion of Writing

a. Definition of Writing

Writing plays an important role in language learning. It takes a long time to master since it takes study and practice to develop this skill. According to Celce-Murcia, (2001: 94) 'writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement'. It means that in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form to develop his writing skill. He should arrange his idea in the form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

Writer uses his ideas and knowledge to inform the reader about what the topic is. Writing can begin from a simple piece to a more advanced level of writing. It includes the organization of words, phrases, clauses and sentences

into coherent (clearly articulates its point) and cohesive paragraph (introduces new topic in a predictable location: at the end of the sentences that introduce the paragraph). The forms of coherent and cohesive paragraphs include stories, poem, essays, journal, notes, letters, reports, and script for plays which can be incorporated into exposition, narration, argumentation, and fiction, Klein (1985 in Palmer, 1994: 9).

b. Writing Skills

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He can correct his error's utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out, thus writer should arrange his words accurately to create an understandable message.

Writing starts from a simple piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved. Davies-Pearse (2002: 101) classify 'writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing)'. In addition, Rivers (1981: 294) also classifies 'writing activity into writing practice (grammatical exercise, the construction of simple dialogue, uncomplicated translation exercise, dictation, and the cloze procedure) and expressive writing or composition (the writing of

instruction, reports, resumes, concrete descriptions, or essential correspondence connected with everyday affair)’.

Writing skill firstly begins by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice writing critically untill they are able to produce good writings. Reading from many sources, listening, watching television, and talking to others can inspire good writings.

Writing is a complex process which converts the words into written form. Writer should arrange his/her idea into words, clauses, phrases and sentences in order that his writing can be read and the content can be understood. White and Arndt (1991 in Harmer, 2002: 258) stress that ‘writing is re-writing; that revision - seeing with new eyes – has a central role to play in the act of creating text’. In their model, process of writing is represented diagrammatically:

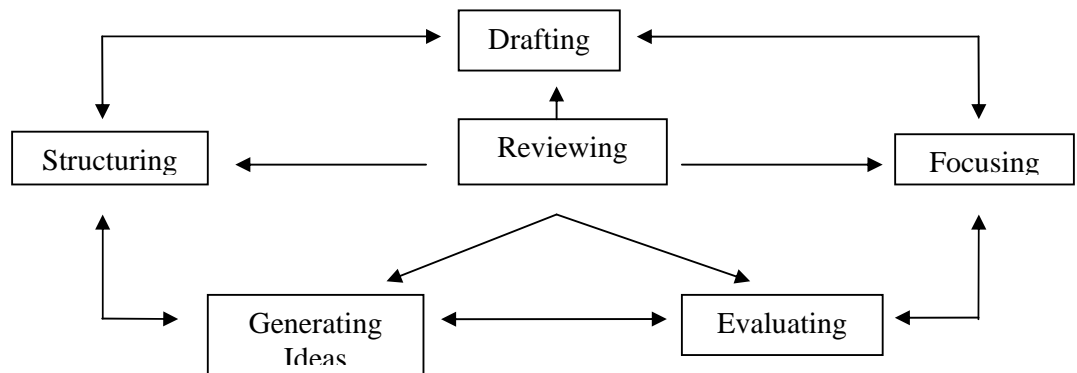


Figure 2.1. Model of Writing Process

Writing is a complex skill among other skills (listening, speaking and reading) which acquires the ability to compose correct sentences. Since

writing is a form of thinking using the written words, it takes much time for students to develop their idea into meaningful text.

In addition, Calkin and Graves (1983 in Palmer, 1994: 8) present the stages in writing into five stages:

1. Prewriting

Time to get ready to write, generate ideas and gathering information before writing to enhance the composing process.

2. Drafting

Translate their thought and ideas into sentences and paragraphs.

3. Sharing

Reads the piece aloud and share with the listener.

4. Revising

Expands ideas, clarifies meanings, and reorganizes information.

5. Editing

Focuses on the spelling, punctuation, syntax and structure of text.

In addition Harmer (2002: 257) proposes that ‘there are some aspects that must be concerned in the writing process, such as language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking writing for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting down various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version’. It shows that writing is a complex process combining a number of diverse elements, especially for the students and needs much time to brainstorm ideas until finish written works.

c. Teaching Writing

Teaching writing is an activity to encourage students to write. Meyers (2005: 2) states that writing is a way to produce language you do naturally when you speak. It means that writing is a process of delivering ideas through written text or translating what is on mind through written language. In order to students can make good writing, they should formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.

In the school setting, Keys (2000 in Graham, 2007: 9-10) states that writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating and revising text) to accomplish to a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter'. From definition above, it can be concluded that writing enables student to express their ideas which is supported by evidence and conventions in order to make good pieces of writing.

Teaching writing skill can be difficult for any teacher, since approach of learning will be different for almost every student. Some students will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught. Teaching writing should focus from product into process which promising the students to be more

competent in writing because it focuses on developing the ideas to produce optimal writing.

Quoted in Brown (2001: 335), process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product.
- b. Help students writer to understand their own composing process.
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- d. Give students time to write and rewrite.
- e. Place central importance in the process of revision.
- f. Lets students discover what they want to say as they write.
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer and closer to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between teacher and student during the process of composition.

The teachers' understanding of what learning is will determine his or her understanding of what teaching is. She can begin the teaching by involving students in what type of activities are interesting to the students. By choosing a topic that involves the students, teacher provides a context within which effective learning on the target area can be undertaken. Giving revision and corrective feedback is the effective ways to build the reader oriented awareness and at the same time it is also the ways to handle the big classes. The revision such as necessary changes in material, corrections and improvements in words, sentences, and paragraphs.

2. Errors Analysis

a. The Nature of Errors

Language learning is a process to develop the language skills, both oral and written. In developing the skills, learners are often making mistakes and errors. Learners usually commit errors when they lack of knowledge about grammar rules, appropriate words or sentences. When they make mistakes, correct or error sentences and free utterances, it may tell about what is going on in their minds. Thus, making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language. As Davis and Pearse (2002: 103) state that ‘errors are integral part of language learning and not evidence of failure to learn’. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language.

It is important to know about mistakes and errors because those terms are technically different. According to Edge (1989 in Harmer, 2002: 99) suggests that mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake has been pointed out to them), ‘errors’ (mistakes which they cannot correct themselves-

and which therefore need explanation), and ‘attempts’ (that is when a student tries to say something but does not yet know the correct way of saying it).

According to Dulay and Burt (in Brown, 1994: 205), error is considered as “goofs”. An error is a deviation from the adult grammar of a native speaker which reflects the learner’s inter language competence. It is called competence error when learners make errors because they lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. They may also make the same errors at the times. In conclusion, they define errors are the flawed side of learner speech or writing. It means that learners cannot learn language without systematically committing errors first.

According to Ellis (1997:17), mistakes reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows while errors reflect gaps in learners knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistakes refer to performance errors or nonsystematic errors which are caused by inattention while errors refer to competence.

From definitions above, it can be concluded that the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help

from other people, while errors are found in second language learning. The user may not be aware that he makes the error and he needs help from other person to correct the error. It may need time to correct the error.

b. Definition of Error Analysis

Error analysis is an activity to reveal the learning outcomes achieved by learners in developing interlanguage system in writing and speaking which is consist of comparison between the errors made in target language and that target language itself. errors found in writing and speaking. Taylor (1997:3) states that ‘error analysis is the study and evaluation of uncertainty in measurement’. It implies that error has a positive role in language learning since it is the sign that a language learner do not learn the rules of the target language effectively.

As Erdogan (2005:263) emphasizes that ‘error analysis deals with the learners’ performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners’ error provide with an understanding of the underlying process of second language acquisition.’

Errors analysis emphasizes ‘the significance of errors in learners’ interlanguage system’. (Brown, 1994: 204). Errors analysis is a type of linguistic analysis that focuses on the errors learners make. As the process to

observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

From the three definitions above, it can be clarified that error analysis is an activity to identify , classify and describe the errors made by learners in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences.

According to Lee (2004) students expect to get feedback from their teachers and hope that it would be very helpful for them to good writers. So, by analysing the errors, teachers would be able to have knowledge of what areas should be focused on and what kind of materials are emphasized in their teaching. They should be able to develop curriculum design such as remedial teaching, and select materials that help students' to learn English. Teachers need to know the causes of errors and the reasons behind their occurrences.

c. Error Descriptions

Dulay, Burt, and Krashen (1982: 146-191) propose four descriptive classifications to analyze errors. They are as follows:

1.) Error in linguistic taxonomy

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that

comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

2.) Errors in surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language.

a) Omission errors

An omission is a type of error which is "characterized by the absence of an item that must appear in a well-formed utterance". As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of a sentence such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words. Omission of content words, although typical in the early stages of L1 acquisition, is not as common in

sequential L2 acquisition where the learner is older and more cognitively mature. If content words are omitted in L2, it is usually caused by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

e.g.: *John is clever student.*

There is missing “a” that should be John is a clever student.

b) Addition errors

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay et al 1982:156). It is usually occurred in the later stages of L2 acquisition or learning, when the learner has already acquired some target language rules. There are three types of addition errors:

i. Double markings

This error is caused by the failure to delete certain items which are required in some linguistic construction.

e.g. *She didn't went/goed back.*

There is double marking that should be “She didn’t go back”.

ii. Regularization

Regularization errors is a type of errors “in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker”.

e.g. *sheeps* instead of *sheep*

There is regularization error in which regular plural marker.

iii. Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances.

e.g. *the fishes doesn't live in the water.*

There is simple addition that should be “the fish doesn't live in the water”.

c) Misformation errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

i. Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

e.g. *runned* instead of *run*

There is regularization errors that should be “run”.

ii. Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

e.g. *I see her yesterday. **Her** dance with my brother.*

There is archi-forms error that should be “ I see her yesterday. She dance with my brother”. It is caused when the learner represents the entire class of subject.

iii. Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development.

e.g. *I **seen** her yesterday.*

The alternating error that should be “ I saw her yesterday” .

d) Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired.

e.g. *I don’t know what **is that**.*

There is misordering error that should be “I don’t know what that is”.

3.) Errors in comparative analysis taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction.

The types of errors are:

a) Intralingual or developmental errors

Intralingual or developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom of textbook which reflects the general characteristics of rule learning, such faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

e.g *I'm boring*

There is intralingual error that should be "I'm bored".

b) Interlingual errors

It often referred to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the internal process or external conditions that spawned them.

e.g *the man skinny.*

There is interlingual error that should be "The man is skinny".

This sentence is caused by interference of native language sentence (Laki-laki itu kurus).

c) Ambiguous errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is caused when the errors reflect the learner's native language structure and the types found in written works/speech of children acquiring a first language.

e.g. *I happy.*

This is an ambiguous error that should be "I am happy". It may be caused by the learner's grammar knowledge or sentences which is produced by children who acquire English as the first language.

d) Unique errors

Since the errors are not similar to those children make during first language development, they must be unique to second language learners and since they are not interlingual, some must be unique reflections of creative construction.

4.) Error in communicative effect taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. This taxonomy classifies errors into:

a. Global errors

Global errors are the misuse of structure and thus damage or breakdown communication. For example conjunction errors, which involve the overall meaning of the sentence and major constituent classes of the sentence or transformations, will seriously influence comprehension of sentences.

e.g.,: *I saw their department.*

Readers or listeners do not know what the sentence means.

b. Local errors

Local errors are referring to error which will not damage communication. Such as lexical errors, noun errors, and adverbs, etc do not usually cause major problems

e.g.,: *A trousers.*

Trousers are consider to be plural so the indefinite article 'a' is not needed.

Ellis (1997) maintains that 'classifying errors can help us to diagnose learner's learning problem at any stage of their development and to plot how changes in error patterns occurs over time'. This categorization can be exemplified as follows:

a. Omission

i. Morphological omission : *A strange thing **happen** to me yesterday.*

ii. Syntactical omission : *Must also say the names?*

b. Addition

- i. In morphology : *The books **is** here.*
- ii. In syntax : ***The** London.*
- iii. In lexicon : *I stayed there **during** five years ago.*

c. Selection

- i. In morphology : *My friend is **oldest** than me.*
- ii. In syntax : *I want **that** he comes here.*

d. Ordering

- i. In pronunciation : *fignisicant for 'significant', prulal for 'plural'*
- ii. In morphological : *get upping for 'getting up'*
- iii. In syntax : *he is a dear to me friend.*
- iv. In lexicon : *key car for 'car key'.*

d. Sources of Error

James (1998) classifies the sources of errors as:

1. Interlingual errors are caused by the process/mechanism of transfer and borrowing from the learners' LI to L2.
2. Intralingual errors are attributed to the processes/mechanism of some factors:
 - (a) False analogy (or overgeneralization),

- (b) Misanalysis, i.e, when the learners are mistakenly assumes the singular possessive pronoun “its” as plural because of –s,
- (c) Incomplete rule application (or under-generalization)
i.e, when learner fails to use indicative word order “*I knew where was he*”,
- (d) Exploiting redundancy : omitting grammatical features that do not contribute to the meaning, such as omitting the third person –s
i.e, “*John play tennis*”
- (e) Overlooking co-occurrence restriction
i.e, “*quick*” and “*fast*” are synonymous, “*quick food*” instead of “*fast food*”
- (f) System simplification
i.e, substituting a single form where the target language uses more than two forms and reducing the burden of learning, like the use of “that” as a ubiquitous relative pronoun “that”.

According to Brown (1994:213-217), the classification of sources is as follows:

1) Interlingual transfer

Learners will make errors as the result of transfer from the native language since they have not been familiar with the second language system.

e.g English learner say ‘*sheep*’ for ‘*ship*’.

2) Intralingual transfer

This error is made by learners who have begun to acquire parts of target language but still lack of competence.

e.g., *She can **singing** beautifully.*

3) Context of learning

Context refers to the classroom with its teacher and its materials, in this case, of school learning activities or the social situation in the case of untutored second language learning. Students make errors because of a misleading explanation provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized.

4) Communication strategies

The learner's techniques in learning second language can become a source of error.

Littlewood (2002) identified in a more straightforward fashion of the following five processes as causing learners language errors:

- a. Overgeneralization
- b. Transfer (both positive and negative)
- c. Simplification (redundancy reduction) by omission
- d. The effects of teaching
- e. Non-systematic processes (such as communication strategies and performance).

According to Richard (in Johnson, 2001: 67), the causes of errors are:

1. Overgeneralization

It includes where learners create a deviant structure on the basis of his experience of other structures in the target language.

e.g. *He can sings.*

The learners knows *He sings, He wants* etc. Putting the –s on the verb *can* is a false over-generalization.

2. Ignorance of rule restrictions

It is the failure to observe the restrictions of existing structures (closely related to over-generalization).

e.g. *I **made** him to do it.*

Here the learner ignores the restriction on *make*, that it is not followed by *to* and a verb (unlike, for example, *want* in *I wanted him to do it*).

3. Incomplete application of rules

It is the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.

e.g. *You read much?*

The learner clearly asks a question (intonation and/or the context may take this clear), but the correct question form is not used.

4. False concepts hypothesized

It is related to student's faulty comprehension of distinctions in the target language.

A learner may come to believe that *was* is how past time is marked in English, and produce sentences.

e.g. *One day it **was** happened.*

3. Grammatical Structure

a. Definition of Grammar

All languages have its own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Thornbury (2004:1) states that ‘grammar is partly the study of what forms (or structures) are possible in a language’. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed.

Harmer (2002: 12) states that ‘grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language’. It is the structure and meaning system of language. In addition, Ur (1993: 4) defines ‘grammar as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning’. He writes that grammar tells how the rules of language actually works, they arrange and shape words.

From the statement above, we know that grammar are explicit. It does not only explain how the utterances are formed, but also provides a tool to

generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be mastered in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Swan (in Harmer, 2002: 15) states that good rule include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are more 'true' than others), 'clarity' (because rules that are unclear help nobody) and 'relevance' (because there are some things which a teacher or student probably does not really need to know). Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing.

Barkhudarov (in Iriskulov 2006: 13) states that a language has grammatical category which represent linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each-other and that have constant grammatical means of their own to express them. There must be the following features:

- 1.) It has general grammatical meaning of number;

- 2.) It consists of two particular meanings; singular and plural;
- 3.) Singular is opposed to plural, they are antonymous;
- 4.) Singular and plural have their own constant grammatical

Lyons in Soetikno (1995: 267-269) classifies grammatical category into three types:

1. The primary categories, which consist of the word classes such as the Noun, Verb, Adjective, Adverb.
2. The secondary categories, which includes the notions of Number, Gender, Case, Person, Tense, Mode, Voice.
3. Functional categories, which discuss the notion of Subject, Predicate, Object, etc.

b. English Grammatical Aspects

- 1.) Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are:

- a.) Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase, in other words, a noun phrase must contain one main noun on which all the other words in the phrase are centered. The classification of noun are:

- (1) Common noun

A common noun is a noun that refers to people or things in general.

Common nouns are subdivided into count nouns (chair) and non-count nouns (butter).

e.g., *boy, country, city, birth, day, happiness*

(2) Proper noun

A proper noun is a name that identifies a particular person, place, or thing. In written English, proper nouns begin with capital letters. Nouns that refer uniquely to individually salient items lack many of the properties of prototypical nouns in their normal usage.

e.g., *Steven, Brooklyn, Bridge, Toronto, Monday.*

(3) Concrete noun

A concrete noun is a noun that refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. There are count and non-count concrete nouns (apple, milk).

e.g., *dog, building, coffee, tree, rain, beach, tune, Brooklyn Bridge.*

(4) Abstract noun

An abstract noun is a noun that refers to ideas, qualities, and conditions. It is a thing that cannot be seen or touched and things that have no physical reality.

e.g., *truth, danger, happiness, time, friendship*

(5) Collective nouns

Collective nouns refer to groups of people or things.

e.g., *audience, family, government, team, jury*

(6) Compound nouns

Compound noun is a noun existing of more than a single word. It could be separate words or two words joined by a hyphen or a combined word.

e.g., *social studies, sister-in-law, headmaster*

b.) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has morphological properties; (1) They appear in either a 'past tense' or 'non-past tense', and (2) the non-past tense form takes a suffix-s when the subject is third person singular. Other forms of verbs do exist (e.g., participle and infinitives) but these can be considered to be deverbalizations.

There are several types of verb in English:

(1) Action verbs

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

e.g., *My father **delivers** packages to department stores each day.*

(2) Linking verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.*

e.g., *He **appeared** tired.* (The linking verb, appeared, links the subject, He, with the predicate adjective, tired)

(3) Helping verbs

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would.*

e.g., ***Has** the joke **been** heard around the office?*

c.) Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It gives the reader or speaker extra information about a noun or delimits it in some way.

e.g., *Carrie read an **interesting** story*

There are several types of adjectives:

(1) Proper adjectives

It is formed from a proper noun.

e.g., *Italian bread, Herculean Strength, Canadian sunset*

(2) Compound adjectives

It is a word composed of two or more words. Sometimes these words are hyphenated.

e.g., *landmark decision, black-and-blue mark*

d.) Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb.

The traditional approach to adverbs has been to assign mainly those words which are made from adjectives by the addition of the ending *-ly* (*quickly, hopelessly*), plus certain other words which are difficult to classify, like *not, just* and *soon*. Their main function is to qualify the action of the verb in the clause in some way, but they can also be used to add more information to an adjective or other adverb.

e.g., *Rex is **very** happy.*

(*Very* modifies the adjective *happy* and answers the question, *To what extent*)

e.) Pronouns

A pronoun is a word used in place of one or more nouns. It is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun:

(1) Personal pronoun

It refers to people and things. They are divided into three categories called *first person* (referring to the person who is speaking; *I* went to the mall), *second person* (referring to the person spoken to; Joy, can *you* see the bus?), and *third person* (referring to anyone or anything else; Bob saw *us* do this assignment).

	Singular	Plural
First person	I, my, mine, me	We, our, ours, us
Second person	You, your, yours	You, your, yours
Third person	He, his, him, she, her, hers, it, its	They, their, theirs, them

(2) Reflexive pronoun

It is formed by adding –self or –selves to certain personal pronouns.

Example of reflexive pronoun are *myself*, *himself*, *herself*, *itself*, *ourselves*, *themselves*, *yourselves*.

e.g., *I found it **myself***

(3) Interrogative pronoun

It is used to ask a question. These pronouns are *who*, *which*, *whom*, and *whose*.

e.g., **Who** is the person with her?

(4) Demonstrative pronoun

It is used to point out a specific person or thing. These pronouns include *this*, *that*, *these*, and *those*.

e.g., Theresa, is **this** yours?

(5) Indefinite pronoun

It is often does not refer to a specific or definite person or thing. It is usually does not have a definite or specific antecedent as a personal pronoun does. These pronouns include *all*, *another*, *any*, *everybody*, *much*, *neither*, *several*, etc.

e.g., Everybody will select **another** to help with everything.

f.) Prepositions

Preposition is used in which two parts of a sentence are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions. Preposition is classified into two categories:

(1) Common preposition

It is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

e.g., The man swam **under** the bridge. (*Under* connects the idea of *swam* and *bridge*).

(2) Compound preposition

It is composed of two or more words.

e.g., *He **fell down** the stairs.* (*Down* is a preposition because it takes more than a single word to tell where he fell).

g.) Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

(1) Coordinating conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on. These seven words are *for, and, nor, but, or, yet, and so*.

e.g., *The coffee was strong, **but** sweet.*

(2) Subordinating conjunction

This type is often joins two or more unequal clauses to one another.

Typically a main clause will be connected to a subordinate clause.

e.g., ***When** I arrived home, they had already eaten.*

h.) Determiners

Determiner consists of a small group of structure words without characteristic form:

1. Article: *a, an, the*

2. Demonstrative adjectives: *this, these, that, those*
3. Possessive adjective
 - a. From pronouns: *my, yours, one's*
 - b. From nouns: *amir's, the girl's*
4. Numerical adjective
 - a. Cardinal: *four, twenty five, one hundred*
 - b. Numerical: *fourth, twenty fifth, one hundredth*
5. Adjectives of indefinite quantity: *some, view, all, more*
6. Relative and interrogative adjectives: *whose, what, which*
- i.) Interjections

It is a word that expresses strong feeling or emotion which is often followed by an exclamation (!) when the emotion is strong or a comma (,) when the emotion is mild. It usually comes at the beginning of the sentence.

e.g., ***Ouch!*** *I smashed my finger with the hammer.*

2.) Secondary categories

a.) Number

Galasso (2002: 69) states that 'number is an additional functional feature which denotes the contrast between "grammatical" singular and plural forms'. The idea of countability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical

category of number, and those that do not necessarily view countability in the same sense.

e.g., *The car, The books, tooth>teeth, child>children, fish>fish*

b.) Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in the source of languages. It consists of three sub-classes of nouns involved, which are called *masculine, feminine, neutral*. Nouns may be divided into three main gender sub-classes according to whether they require *himself, herself or itself*.

c.) Case

Galasso (2002: 61-62) states that 'case has structural meaning that is recognized dependent upon where the pronoun sits in the sentence: viz, if subject, then nominative [Nom], if object then accusative [acc]'. In English, case is confined to the personal pronoun.

e.g.,	Formal	Informal
	<i>It is I</i>	<i>It is me</i>

d.) Person

Person relates to the notion of participant roles. It includes the first person refers to the speaker (I), or to the speaker and one or more others (we), the second person refers to the person (s) addressed (you), and the third person refers to one or more other persons or things (he/she/it,they). Participant role consist of three classifications:

- Personal pronouns

It replaces the co-referential noun phrases in neighbouring (usually preceding) clauses.

e.g., *Andi waited for a while but eventually **he** went home.*

- Reflexive pronouns

It replaces a co-referential noun phrase, normally within the same finite clause.

e.g., *John has hurt **himself***

- Possessive pronouns

It combines genitive functions with pronominal functions. These pronouns belong to two series. The attributives (my, your, etc, which syntactically function as determiners) and the nominals (mine, yours, etc, which are used like the genitive with ellipsis).

e.g., ***he** stood at the door with **his** hat in **his** hand.*

e.) Tense

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future. There are twelve tenses, namely:

(1) Simple Present Tense

The simple present tense has six functions. the functions are as follow:

- Expressing general time

e.g., *The sun **rises** in the east and **sets** in the west.*

- Expressing present time
e.g., *She **seems** to be tired today.*
- It is used with verbs of saying and telling
e.g., *He says that he cannot come tonight.*
- Expressing future time
e.g., *The plane **leaves** tomorrow morning.*
- Summaries of a story plot or historic present
e.g., *The king **addresses** the soldiers and **asks** them to fight bravely for their country.*
- Stage direction
e.g., *Mary **walks** to the window and **waves** goodbye to her guests.*

(2) Present Progressive (Continuous) Tense

This tense is used for a single temporary event that has a beginning and an end. It suggests that an event began and is continuing, but it does not necessarily include the end of the action.

e.g., *The play **is beginning** now.*

(3) Simple Past Tense

This tense indicates definite time terminating in the past whether a time word is given or not. This tense has three functions:

- It is used to refer to one event completed in the past.
e.g., *I **saw** him last night.*

- It is used to refer to repeated events completed in the past and no longer happening.

e.g., *She **studied** music while she **was** in Paris.*

- It is used to refer a duration of an event completed in the past.

e.g., *He **lived** in New York for thirty years and then he **decided** to return to France.*

(4) Past Progressive Tense

It is used to indicate that an activity or state was continuing at that time when another activity occurred.

- It expresses duration of an event at one point in the past.

e.g., *At eleven o'clock last night, I **was sleeping**.*

- It is also requires for past action in progress which is suddenly interrupted by another past action while the action in progress is uncompleted.

e.g., *I **was crossing** the street when I **saw** an accident.*

- It states which were continuing at the same time, for both or all the activities.

e.g., *While I **was sowing** the seeds, Harry **was digging** up potatoes and George **was picking** plums.*

(5) Future Tense Non-Progressive

It is used to express future time or indicates future activities and states are formed by using the words will and shall.

e.g., *Tomorrow **will be** Sunday.*

(6) Future Progressive Tense

It is used to indicate a future activity or state that will begin before and continue after a point or period of future time.

e.g., *His children **will be waiting** at the airport to meet him.*

(7) Present Perfect Tense Non-Progressive

It expresses indefinite time that begins in the past and extends to the present. This tense is used to represent a duration of a single act that ends with the moment of speaking or shortly before it.

e.g., *He **has worked** in the same company for ten years.*

(8) Present Perfect Progressive Tense

This tense is used to indicate an activity or state that extends over a period of time that begins in the past and includes the present, and may extend into the future. In other words, it is said that the action (activity) denoted by the verb is more likely to be continuing into the present.

e.g., *They've **been studying** English for three years.*

(9) Past Perfect Tense Non-Progressive

It expresses one past time before another past time. This tense is commonly used to indicate time that precedes a particular point in a past narrative. This tense is often occurs in sentences containing dependent clauses in which the verb in the main clause is in the past perfect tense.

e.g., *The teacher took my paper before I **had finished** the test.*

(10) Past Perfect Progressive Tense

This form emphasizes the duration of one past event taking place before another past event.

e.g., *We **had been waiting** in the doctor's office for an hour before we were told that he was still at the hospital*

(11) Future Perfect Tense Non-Progressive

This tense emphasizes the fact that one future time is completed before another future time. This form of tense is usually accompanied by a time expression such as on, at, when, by, and before.

e.g., *On June 10 She **will have been** a widow for ten years.*

(12) Future Perfect Progressive Tense.

This form of tense does not occur very often. It stresses duration of single event in the future that takes place before another future event.

e.g., *On April 2, 1972, we **shall have been living** in this house (for) exactly thirty years.*

f.) Mode

There are three modes in English:

(1) Indicative

The indicative mood is the normal one in present-day English.

e.g., *I was going to the pictures.*

(2) Subjunctive

The subjunctive mood is much rarer in present-day English. It expresses a hypothetical action.

e.g., *If I were going to the pictures.*

(3) Imperative

The imperative mood expresses an order.

e.g., *Go to the picture!*

g.) Voice

Voice in English grammar refers to the structure of a sentence. There are two voice in English grammar, active voice and passive voice.

Voice defines the relationship between a verb and its subject. In active clauses, the subject is the agent responsible for performing the action, but in passive clauses, the subject is the affected entity.

(1) Active voice

In active voice sentence, the agent (the one who does the action in the sentence) is stated explicitly as the grammatical subject. The thing that the agent does something to (the direct object) comes after the verb.

e.g., *Julio cooked fried rice*

(2) Passive voice

In a passive voice sentence, the thing that the agent does something to, is placed as the grammatical subject of the sentence. The agent (the one who does the action) is placed after the subject, usually in a preposition phrase.

We use passive voice when we want to place more emphasis on the object/objects or receiver/receivers of an action. We use it when we do not know who is performing the action, or it is not apparent who is

performing the action it consists of a form of the verb 'be' and a past participle.

e.g., *The fried rice was cooked by Julio.*

3.) Functional categories

Galasso (2002: 20-21) states that functional categories are a class of words (or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose-functional words or items (inflection) are usually utilized in some capacity to form a grammatical relationship with a counterpart lexical item. Functional categories have no descriptive content and assists lexical categories in carrying out grammar.

a.) Subject

The *subject* of a sentence or clause is the part of the sentence or clause about which something is being said. It is usually the doer of the action and is built around one noun or pronoun or more that, when stripped of all words that modify it. Subject consists of two categories:

(1) Simple subject

e.g., ***The dog*** was sick.

*A **piece** of pepperoni pizza would satisfy his hunger.*

The subject is built around the noun "piece" with the other words of the subject -- "a" and "of pepperoni pizza" -- modifying the noun. "Piece" is the simple subject.

(2) Compound subject

It is a simple subject consisting of more than one noun or pronoun.

e.g., *Team **pennants**, rock **posters** and family **photographs** covered the boy's bedroom walls.*

b.) Predicate

The predicate tells something about the subject.

(1) Simple predicate

It is always the verb or verbs that link up with the subject. It may be one or more words.

e.g., *Most birds **can fly** because they have wings.*

(2) Compound predicate

It is a predicate that includes more than one verb pertaining to the same subject.

e.g., *Her uncle and she **walked** slowly through the unit art gallery and **admired** the powerful sculptures exhibited there.*

c.) Object

Objects usually follow the verb. They may be nouns, noun phrases, pronouns or subordinate clauses.

e.g., *Fred bit **his thumb**. The chimpanzees groomed **each other**.* (direct object).

B. Conceptual Framework

Writing is one of the productive skills in language learning. According to Celce-Murcia, (2001: 94) 'writing is the ability to express one's idea in writing

in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement'. The reasonable coherent and accuracy/cohesive written text requires a complex process that consists of planning, drafting, revising, and editing. In the revising stage, students tend to commit errors in composing sentences. From this reason, as English teachers should be aware to the errors because it indicates the process of learning is actually in progress.

The purpose of this research is to investigate the errors limiting to grammatical structure made in writing and to infer the possible causes of those errors. It is because errors description need a deep explanation for the reasons why learners make mistakes or commit errors and each errors need to be treated. The errors were classified into surface strategy taxonomy due to this category has an important role in finding the errors analysis question. As James (1998) emphasized that the descriptive categorize need to be specific and elaborated upon with maximum care while utilizing a surface structure taxonomy. In addition, Corder states 'surface strategy taxonomy is a superficial of error classification used as a starting point for systematic analysis' (Corder, 1981: 36), thus the researcher used surface strategy taxonomy as a starting point in the description of errors.

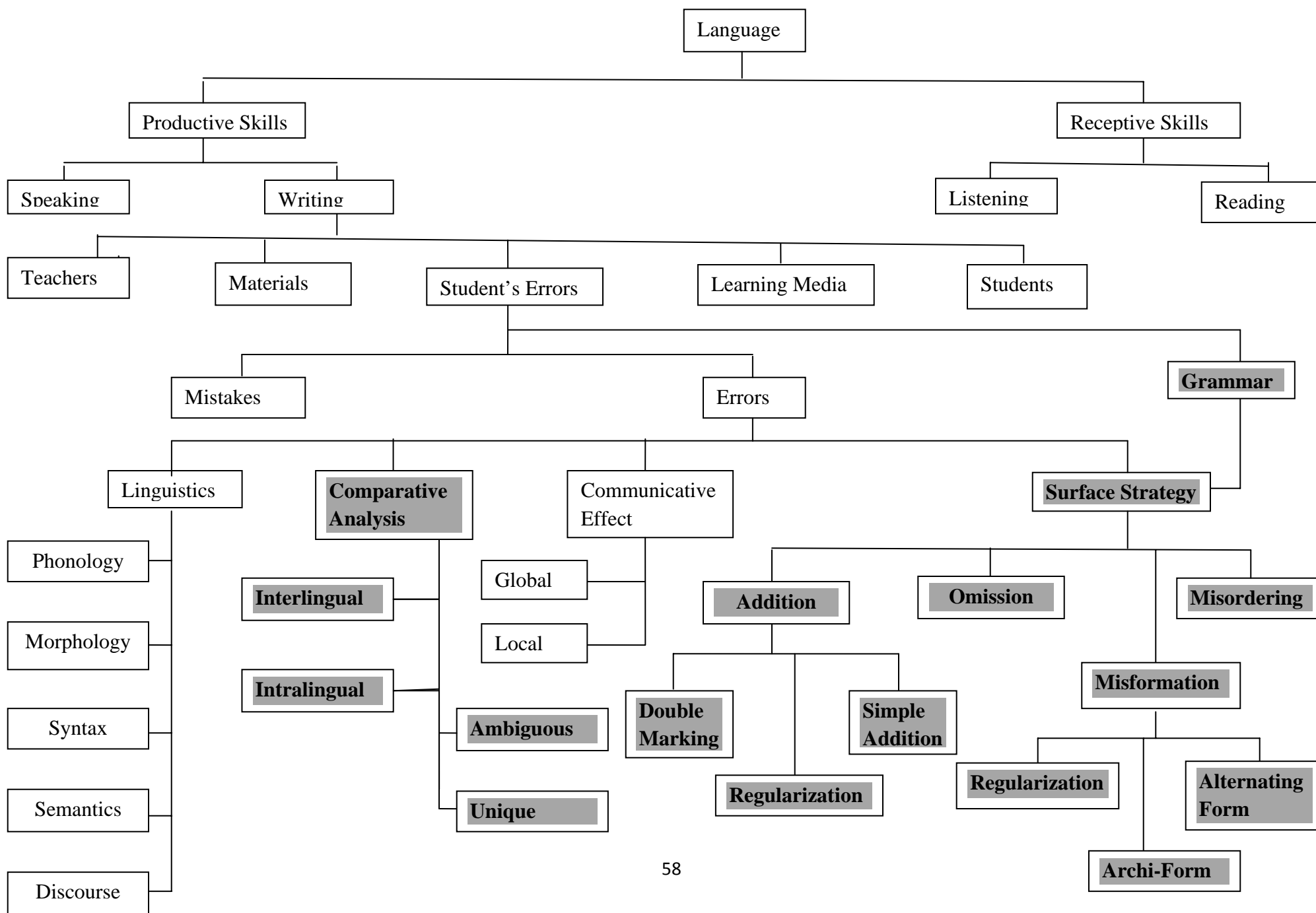
The errors were classified according to surface strategy taxonomy proposed by Dulay, et al (1982). Those errors are omission, addition, misformation and misordering errors. To infer the cause of errors, the researcher

used the comparative analysis taxonomy. It consist of subcategories; intralingual (developmental), interlingual, ambiguous and unique errors.

In this research, the researcher proposes the analytical construct of the research as follows:

1. It is called an omission error if there is absence of an item which must appear in a well-formed utterance.
2. It is called an addition error if there is a presence of an item which must not appear in a well-formed utterance.
3. It is called a misformation error if there is a wrong form of the morpheme or structure used in utterance.
4. It is called a misordering error if there is an incorrect placement of a morpheme or group of morphemes in an utterance.
5. It is called a development/intralingual error if the error is assumed to be a result of transfer within the target language.
6. It is called an interlingual error if the error is assumed to be a result of transfer from the native language.
7. It is called an ambiguous error if the error is assumed to be the reflection of the learner's native language structure.
8. It is called unique error if the error reflects neither the learner's native language structure nor foreign language structure.

C. Analytical Construct



CHAPTER III

RESEARCH METHOD

In this chapter, the research tries to discuss some methodology used to conduct the research. They include the nature of the research, the research setting and participant, the research instrument, the data collection technique, and the data analysis technique.

A. The Nature of the Research

This research belongs to descriptive research by using qualitative-quantitative technique. This research belongs to descriptive because the objective of the research is to describe the phenomena from the data that are derived from observational situation. The researcher describes the phenomena of the obtained data naturally and objectively.

Descriptive research is a type of study referring to investigations which utilize existing data or a non-experimental research with a preconceived hypothesis” (Shohamy, 1989: 117).

The purpose of the study is to analyze the errors of writing II final examination according to Dulay et al’s theory. The researcher analyzed the research based on the surface strategy taxonomy and the comparative analysis to infer the source of the errors. The researcher was interested in error analysis of grammatical because grammar are believed to contain valuable information on the strategies that learners use to acquire a language. In analyzing the errors, the

researcher used content analysis method. Krippendorff (1980: 22) defines ‘content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representative of facts and a practical guide to action’. It is used to analyse the content of documents or data based on the theory. The researcher described the student’s grammatical errors of final examination of Writing, analyzed the data, and finally inferred the causes they committed those errors. The result of this research was presented in the form of words and percentage.

B. The Subject and Setting

This research was conducted in Yogyakarta State University by focusing on Writing of second semester students as the research respondents. The research data were taken from class G which has 20 students and 8 repeaters. This class was taught by Mrs. Dwiyani Pratiwi. The researcher took 20 students’ writing to represent the whole students. The researcher chose the second semester students, not include repeaters, due to the fact that they were still in the early phase of learning so they will be more enthusiastic to learn English and be more open to correction and pay attention to the errors they made. The grammatical errors they committed will assist them to greater learning and understanding of the English language.

C. The research instrument

The instruments used in this research were the researcher herself and writing test result. Bogdan and Biklen (1982:27) say that ‘the key instrument in

qualitative research is the researcher him/herself '. The researcher conducted this research, process data collection till data analysis and interpreted by herself actively and accurately. In conducting the study, the researcher used the following instruments:

1. Documents

Burns (1999:140) states that “documents are readily and accesible source of data which helps researchers to complement other observations by building a richer profile of the classroom or the institutional context for the research”. In this research, the researcher collected the data of students’ writing final examination paper. It is done to know how well students were doing the test.

- Checklist

Hopkins (1976: 271) defines ‘checklist is an aid to direct observation which list items to be given attention’. After documenting students’ writing paper, the researcher revealed the grammatical errors of writing and the source of errors by using checklist. This checklist checks mark presence, absence, or frequency of occurrences for each item.

Table 3.1
Surface Strategy Errors Frequency

No	Surface Strategy Taxonomy	Total of Errors	Percentage (%)
1.	Omission		
2.	Addition		
	a. Regularization		

	b. Double marking		
	c. Simple addition		
3.	Misformation		
	a. Regularization		
	b. Archi-form		
	c. Alternating		
4.	Misordering		
Total			

Table 3.2
Error Source Frequency

No	Comparative Taxonomy	Total of Errors	Percentage (%)
1.	Intralanguage		
2.	Interlingual		
3.	Ambiguous		
4.	Unique/other		
Total			

D. Data collection Technique

The data needed in this research were the grammatical errors made by the second semester students in their writing test. The researcher collected the students' writing test paper to be documented and read carefully. After collecting

the data, the next step was data classification and analysis. The following are steps for classifying and analyzing grammatical errors in writing:

- (1) Identify the errors which is found on every words, phrase or sentences.
- (2) Classify the data into the sub category of surface strategy taxonomy.
- (3) Interpret and describe the data which have been classified systematically.
- (4) Analyze the data to infer the causes and sources they commit errors.

E. Data Analysis Technique

The procedure of error analysis proposed by Ellis and Barkhuizen (2005) comprises the following five steps: (1) Collection of a sample of learner language, (2) Identification of errors, (3) Description of errors, (4) Explanation of errors, (5) Errors evaluation.

The data of this research were analyzed by using several steps. Firstly, the researcher collected the students' writing test to be analyzed according to Dulay's theory. They were studied carefully. Secondly, the errors were classified into four subcategories of surface strategy taxonomy by selecting and identifying the errors that belong to grammatical structure in students' writing. The errors found in clauses and sentences. A sentence may contain one error or more, and then they were analyzed separately. Thirdly, the data were interpreted and described systematically according to the types of errors. The fourth was explaining the errors according to comparative taxonomy to infer the causes or sources the

students committed the errors. The errors were identified and classified into the subcategories of comparative taxonomy. The last step was errors evaluation by tabulating the errors to get the percentage of each subcategory. In this step, the frequency of errors were identified and the number of errors were presented in the forms of tables. The formula of the percentage was presented as follows:

% Type of errors	=	$\frac{\sum \text{Student's errors on each category}}{\sum \text{Student's errors}} \times 100\%$
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Figure 4. The Formula of Percentage of the type of errors

The procedure was expected to show the problem of students' writing in constructing clauses and sentences in English grammar. The higher count indicated the prominent difficulties which is faced by the students in constructing clauses and sentences. The final step was making conclusion based on the research findings by describing the results of this research.

F. Trustworthiness

In this study, the researcher used the theory of triangulation and self-repetition to test the validity of the data. As pointed out in Tannen (2007), 'repetition is a way that meaning is created by the recurrence and recontextualization of words and phrases in discourse'. It is a pervasive type of spontaneous prepatternning in human social interaction. There were some theories used in the process to support the findings and analyze the data.

The data of students' writing were analyzed to triangulate the data. This research study was also consulted to the first and second consultants in order to confirm the data. The researcher confirmed the research to her thesis consultants. This research was also triangulated by the two friends of the researcher. They are Zacky Zack, an American citizen who works as a high school teacher and self-employed and Owais Baran, an Australian citizen working as a building constructor.

CHAPTER IV RESEARCH FINDINGS

This chapter presents and discusses the finding of the research. This study was conducted to investigate three research problems. Those are the types of grammatical errors analysis and the sources of grammatical errors of the students. In order to answer those questions, this chapter is divided into two main sections. They are type errors analysis and the source of errors.

Research Findings

A. The Types of Students' Grammatical Errors

This research was analyzed based on Dulay et al theory, the surface strategy taxonomy which concerns on omission, addition, misformation, and misordering errors. These errors defined as mechanics (spelling and punctuation), grammar, and word choices. To find out the types of errors and how many errors on those components, the researcher documented the students' writing. After that, the percentage of each category of errors in their writings was counted. And also the sources of errors were counted. The last step was counting the percentage of each type of errors and its sources. The data from the students' writing are presented below.

Table 4.1
Errors on Surface Strategy Taxonomy

No	Surface Strategy Taxonomy	Component	Frequency	Percentage (%)
1.	Omission		281	47.22 %

2.	Addition	Regularization	23	3.86 %
Total		Double marking	12	2.01 %
		Simple addition	84	14.11 %
			119	19.98 %
3.	Misformation	Regularization	44	7.39 %
Total		Archi-form	61	10.25 %
		Alternating	84	14.11 %
			189	31.76 %
4.	Misordering		6	1.00 %
Total			595	100%

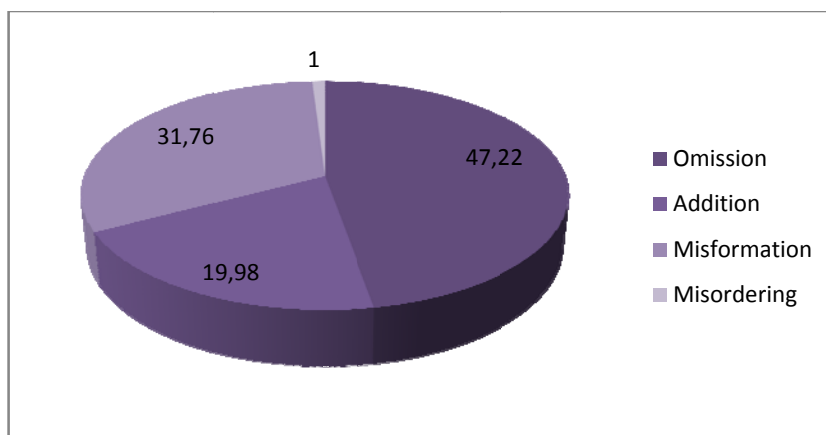


Figure 1. The Distribution of Students Error on Surface Strategy Taxonomy

Table 4.1 shows that 47.22% of omission errors, 19.98% errors were found in addition, misformation errors are 31.76%, and errors in misordering was 1.00%. These errors described the problems which students face in their writing.

From the research data, it was found that Omission was the highest percentage of students' errors made in writing. The students committed errors 281 times or 47.22% out of the whole errors. Omission is the error which is

characterized by the absence of an item that must appear in a well-formed utterance. The errors mostly about the deletion of correct linguistic words, morphemes, and phrases. From the data of students' writing, the researcher found the common errors such as "*First, Second, Third, The last*". The student omitted *ly* to explain it is a step in the procedural texts. The sentences must be "*Firstly, Secondly, Thirdly, and Lastly*". Another example of most grammatical errors are found in the missing of article, for example, "*Beside of that, banning of cigarette advertising wouldn't have...*". In this sentence, the student did not add an article to refer what noun he meant. Because it was a gerund noun so that he should add *the* before noun to be "*Beside of that, **the** banning of cigarette advertising wouldn't have...*". There was found an example of relative clause error such as "...and it is a big problem that need to be solved immediately...", instead of "...and it is a big problem that *needs* to be solved immediately...". There is an adjective clause missing in this sentence. The word *need* must be added *s* related to the singular word and explains about the adjective of *a big problem*. Another example such as "...and need food after do their assignment in class" instead of "...and need food *after doing* their assignment in class." In this sentence the student ignored the using of gerund in a preposition *after*, which is should be added *ing* after verb *do*. Another example of passive markers was found in the sentence "...cigarette and advertisement *usually performed*..". In this sentence, the student omitted passive markers which should be attached on the verb *performed*, and due to the noun of the sentence were plural, the student should add *to be* to make the correct sentence "...cigarette and advertisement **are** usually performed...". Another

example such as “Allocate 30% government’s money...”. In this sentence, there were some words and rules ignored. The student did not add an article and verb to refer a noun. The correct sentence will be “**The allocation of** 30% government’s money...”.

The second highest percentage of student errors was Misformation error, which is committed as 189 times or 31.76% out of the whole errors. Misformation errors comprised the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors; Regularization, Archi-form, and Alternating.

From the data research, it was found that the Alternating errors was the biggest errors the students made in the category of Misformation. It is caused by the learners’ vocabulary and grammar development. The students committed this alternating errors 84 errors or 14.11%. The errors such as “*The last*” to infer “*Lastly*”. In procedural text, the student should use *lastly*, which has the function as an adverb to show when something comes after all the other things in a list, while *the last* is an adjective which is used to modify a noun or a pronoun or a phrase functioning as a noun. Other example is the choice of word in which both have different meaning, such as “...cigarette advertising can make child or the person under the age try to use cigarette” instead of “...cigarette advertising can make child or the person under the age try to **consume** cigarette”. In this sentence the student used an ambiguous word *use* to explain his meaning that the children under the age *consume* the cigarette. The error was also found in the category of preposition, such as “...we will eat at the break time when we are study here..”.

This sentence will be more correct if the student use *after* to refer *when*. The sentence should be “...we will eat at the break time **after** studying in a class...”. The error of adverb alternating was occurred in the sentence “...the food is not satisfaction”. This sentence was incorrect because *satisfaction* is a noun, and the student want to explain how was the food and service satisfaction they gave to the people, thus the sentence will be more correct to “...the food does not make us **satisfied/full**”. Another example of alternating errors was found in the category of abstract noun clause such as “...it will be the number of people can not study because lack of schools..”. The word *lack of schools* will be more correct if it changed to **the limited schools**.

Another subcategory of misformation is Archi-form. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. The students committed this errors 61 or 10.25%. The example of archi-form such as “...most of gifted students which is...”, instead of “...most of gifted students which **are**...”. In this case, the student used the plural word *students* must be followed by *are*. Other example such as “From that steps,..”. In this sentence, the student ignored the rule of demonstrative pronoun. As *that* is followed by the singular pronoun, the pronoun should be changed into plural form so that the sentence will be “From **those** steps,..”. The error was also found in the sentence “...because of there are too much children...”. The sentence is incorrect because *much* refers to uncountable noun, while *children* is countable noun, thus, the using determiner *much* should be change into countable noun *many*, “...because of there are too

many children...”. Other example was found in the category of noun, such as “*..read it carefully and full of consentrating*”. This sentence has an incorrect form as the word *consentrating* is a verb, and it should be change into noun ***consentration*** to make the correct sentence. The error was also found in the category of preposition, such as “*...and they feel worried with their body...*”. The preposition *with* will be correct if it is changed to the preposition which is always follow the word *worried*, that is *of*, thus the correct sentence will be “*...and they feel worried **of** their body...*”. The error was also found in the category of article, such as “*..but the good education is extremely expensive..*”. the using of article in the sentence will be correct if it is changed into *a* as *good education* is single particular thing and it has not been mentioned before. Thus the correct sentence will be “*..but **a** good education is extremely expensive..*”. Another example of archi-form such as “*...add some scoop of ice into the milk shake, and...*”. In this sentence, there was an incorrect compound noun *milk shake* which should not be separated, because it has different meaning with the word ***milkshake***.

The students also committed another example of misformation which is called Regularization errors. Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one. The students committed this error as 44 times or 7.39%. For example, “*...all Indonesian people ever try this food*” instead of “*...all Indonesian people **have tried** this food*”. This sentence was incorrect due to the structure of present perfect tense. The student used *ever try* instead of *have tried*. Other example was found in the category of tense markers, such as “*In this university we didn’t see..*” This

sentence was in the present tense paragraph so that the student should use present tense “*In this university we **don’t** see..*”. There was also found the errors in the sentence “*So, it will better if in this university have a better cafeteria*”. This sentence has an incorrect form due to the singular noun of *university*, so the using *have* must be changed with *has*, thus the sentence should be “*So, it will be better if in this university **has** a better cafeteria*”. Another example of errors such as “*..the food is not satisfaction*”. This sentence was ambiguous because the linking verbs *is* appears after *the food* to explain a noun *satisfaction*. It will be more correct if the student write “*..the food **does not** make us full*”.

The third percentage of students’ error was Addition. The students committed 119 errors or 19.98% on their writing. The errors were characterized by the presence of new structure of morpheme or phrases in a correct linguistic form. The addition errors are divide into three subcategory; regularization, double marking, and simple addition.

The highest percentage of addition errors were found in the research data was Simple addition. The students committed this error as 84 times or 14.11%. Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances. For example “*Many people complaining because...*” instead of “*Many people complain because...*”. This sentence was incorrect because the student added *ing* after verb *complain* and it is not compatible with the present continuous tense. Other example such as “*..all you have to do is to match the tone...*”. The word *to* should not be added in this sentence because it explains the steps. There was also example in the category

of modal auxiliaries, such as “As we may know,..”. This sentence was affected by interlingual factor in which the student inserted *may* in a correct sentence. The simple addition error was also found in the sentence “There gifted students could be the ones that willl bring...”. This sentence has an ambiguous meaning as it described something exist instead of an article. It will be correct if the student delete *re* in the word *there*. Another example such as “They usually feel hungry and..”. In this case, there was simple addition error exist. The student added *feel* to ignore the using of *to be* in a correct sentence. The correct sentence will be “They are usually hungry and..”.

The second biggest percentage that the students made in addition errors was Regularization errors. They committed these errors as 23 times or 3.86%. Regularization errors is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example “Third, setting your camera” instead of “Thirdly, **set** your camera”. This sentence was incorrect because it is an imperative sentence. Therefore the student must use *set* to explain the procedural sentence. Another example of regularization can be found in the rule of grammar “...and many people of the industry relies on their life as workers”. There was an incorrect grammatical error in this sentence, the student made overgeneralization to the plural noun *people* by using *relies* instead of **rely**. Other example such as “...a considerable amount of income for a country from it's taxes”. In this case, the student put an apostrophe in the word *its*. The word *it's* explain a noun exist, while *its* is a possessive adjective. Thus the correct sentence should be “...a

*considerable amount of income for a country from **its** taxes*". Other example of errors such as "*..cafeteria are comfortable to have a chat, to drinking or..*". In the sentence, there was addition *to* in a sequence of verb which should be deleted and the using of *to* should be followed by infinitive, not gerund, so that the correct sentence should be "*..cafeteria are comfortable to have a chat, **drink** or..*". The error was also found in the sentence "*..so the government will not upset if they are provided them*" instead of the student meant the sentence "*...so the government will not upset if they **provide** scholarship for them*". Another example can be found in the sentence "*There gifted students could be the ones that willl bring..*". In this sentence, the student should not put *s* in the word **one** as it refers to plural noun people.

The lowest percentage of addition errors that is found in the research data was Double marking errors. The students committed this error 12 times or 2.01%. This error is caused by the failure to delete certain items which are required in some linguistic construction. For example, "*Thirdly, the cigarette just makes people become poor*" instead of "*Thirdly, the cigarette just **makes** people poor*". The student used two linking verbs which makes it has ambiguous meaning. He should use one linking verb to explain the sentence. Other example was found in the category of comparison degree, such as "*It can be more better if none government side can help too*". In this sentence, the student used two words that one of them is not required in the correct sentence. It will be meaningful if he wrote "*It can be **better** if none government side can help too*". Other example such as "*I think the government is didn't care about...*". The student use two

verbs in a sentence. The correct sentence will be “..I think the government **didn’t** care about...”. There was also found the error in the sentence “...our cafeteria near with our campus”. In this sentence, *near* and *with* has a similar meaning so that the student should delete *with* as *near* represent the place which is closed to the campus. The sentence will be more correct if he wrote “...our cafeteria **near** our campus”. In other hand, the double marking was also found due to it is affected by unique factor, in which the student put two same words in the sentence, such as “We have a lecturer that only meet with with us some weeks”. The sentence will be correct if the student delete one of the same words *with*. Another example such as “...if the gifted students get finance their education from the government...”. In this case, the student wrote two words which makes it ambiguous as *get* and *finance* are verbs. The sentence will be correct if he delete one of the words to be “...if the gifted students **finance** their education from the government...”.

The lowest percentage was Misordering error. This error comprised the incorrect placement of a morpheme or group of morphemes in an utterance or writing. For example “It is more spent for recovery the damaged schools” instead of “It is spent more for **the damaged schools recovery**”. This sentence was incorrect because the student disposed a group of morpheme *recovery the damaged schools*. Due to there is a preposition before the morpheme, he should add gerund to be *recovering*. This sentence has a different meaning with the correct morpheme *the damaged schools recovery*. The errors were also found in the form of noun clause such as “..but a better cafeteria can be the place that

clean..”. This sentence had an unwell pattern which is affected by the native language of the student. It will be more correct if he wrote “..*but a better cafeteria can be a **clean place***..”. This kind of error was the same case with the sentence “..in other places that far from campus”, instead of “...in ***other far places** from campus*”. Beside of that, the researcher also found the errors on the form of adverb, such as “*The students will study relaxly*..”. There was an incorrect pattern of adverb in this sentence where the student used adjective word *relax* to make an adverb. The correct pattern should be “*The students will **be relaxed** to study*..”, so that it means something that makes them relax to study. Other example was found in the sentence “*Thirdly, it takes a long time to wait the ready meals*”. In this sentence, there was an incorrect of noun *ready meals*. The correct noun should be *the meals ready* because it is the food which needs time to be ready after it was cooked. Thus the correct sentence should be “*Thirdly, it takes a long time to wait the **meals ready***. Another example was “...enter the destination number that we want to be received our message”. This sentence had an ambiguous meaning which is affected by interlingual factor. The message of the sentence will be delivered clearly if the student wrote “...enter the destination ***number that your message want to be received***”. The student committed these error as 6 times or 1.00%.

From the frequencies of the type of those errors above, it was concluded that the students were still committed errors on omission, misinformation, addition, and misordering errors. The errors tend to occur by some factors. To find out the factors, it needed to figure out the sources of those errors.

B. The Sources of Errors and their Frequencies

After analyzing the data, it is important to find out the sources or factors of errors and their frequencies. To get the results of what sources and how much the percentage of sources affected the errors, the students' errors in their writings were analyzed and counted by using the comparative taxonomy of Dulay's theory. Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. It is divided into four categories; intralingual or developmental errors, interlingual errors, ambiguous errors, and unique errors. After analyzing the students' writing errors and its source, it was found the data which are presented below:

Table 4.2
Errors Sources on Surface Strategy Taxonomy

No	Surface Strategy Taxonomy	Frequency	Percentage (%)
1.	Developmental / Intralingual	302	35.99 %
2.	Interlingual	191	22.76 %
3.	Ambiguous	294	35.04 %
4.	Unique	52	6.19 %
Total		839	100%

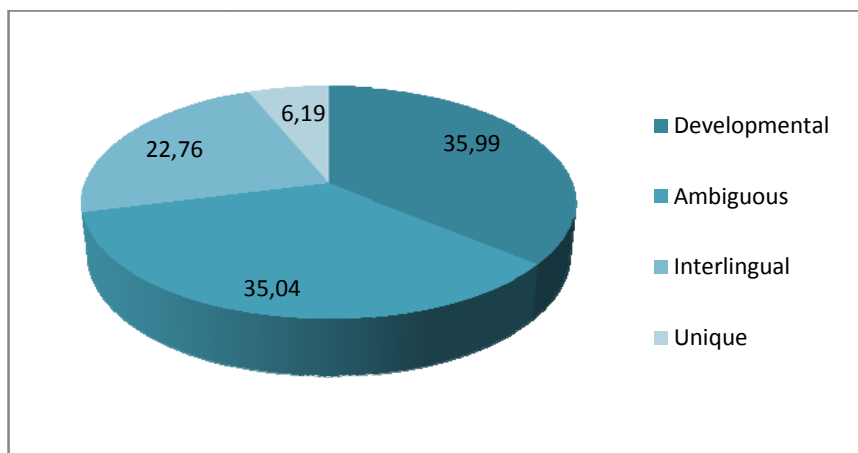


Figure 2. The Distribution of Error Sources on Surface Strategy Taxonomy

Table 4.2 shows that 35.99% students' errors are caused by developmental or intralingual factor, 35.04% ambiguous factor, 22.76% interlingual factor, and 6.19% caused by unique factor. Therefore, the highest percentage of students' errors source was developmental or intralingual factor and the unique factor was the lowest percentage of errors source.

From the data, it was founded that 302 times or 35.99% the students errors source caused by developmental or intralingual factor. The errors source illustrated the student's attempt to build up hypotheses about the English language from their limited experience of misleading explanation provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized which reflects the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. From the students' writing analysis, the researcher found the sentence "...and it is a big problem that need to be solved immediately...". This sentence was incorrect because the student ignored the singular rule *a big problem*

and *need* instead of he should added *s* in the sentence to be ***a big problem that needs to be solved immediately***. In this case he made an incomplete application of rule in the sentence. Another example such as “*Then pour the boiling water into the cup*”. In this sentence, the student committed error because he added *ing* after verb *boil* which means the water that works to boil something (active meaning). He should added *ed* after verb *boil* which means the water that has been boiled by something (passive meaning). Other example such as from the sentence “*...put the chicken and wait until it done*”. The error was in the form of passive pattern. The student made a failure to learn conditions under which rules apply in which he should put to be *is* before the verb *done*. The same case was the same like in the sentence “*..and it can improve the quality..*”. The student ignored the simple present tense. Due to *it* is singular form, he should put *s* in the verb *improve*. These errors happened because they tried to build up his own hypotheses about the English rules. The developmental errors are also caused by the incomplete of application rules. It is the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For example in the sentence “*Very easy, isn’t it?*”. Here the learner may clearly be asking a question (intonation and/or the context may take this clear), but the correct question form is not used. He should put the subject to explain the whole meaning. In other hand, the sentence, “*..play the video and automatically the will be the download icon..*” was also occurred an error in the category of article as the student did not mentioned before the word *download icon*, thus, he should change it to determiner ***a*** *download icon*. This error happened because he made an

overgeneralization that all noun must be added with determiner *the*, eventhough on a single thing that has not been mentioned before. The errors can be caused by overlooking co-occurrence restriction, for example, “*And the last, pour the milk shake into a glass,..*”. In this case, the student should not separated the compound noun *milkshake* because it will make an ambiguous sentence. This error could be caused by false analogy process and context learning where he failed to memorize the pattern word that is not contextualized. The intralingual errors can also because of the false concepts hypothesized. It is related to student’s faulty comprehension of distinctions in the target language. For example “*It can be happen because..*”. The student may come to believe that *be* is how present time is marked in English, and produce sentences.

The second percentage of students’ errors source that is founded in the research data was Ambiguous errors. The students committed this errors as 294 times or 35.04%. The errors are those that could be classified equally well as developmental or interlingual. It is caused when the errors reflect the learner’s native language structure and the types found in written works/speech of children acquiring a first language. For example, “*Put the guava into the blender*”. This sentence has an ambiguous meaning because in the student’s writing, he had not mentioned the blender yet, there is only one blender, thus he should use *a* to refer the blender he meant. The sentence should be “*Put the guava into **a** blender*”. The ambiguous errors can also caused by the lack of grammar knowledge, for example “*..and make sure that_is locked well*”. The student ignored the subject *it* on the sentence. It makes the sentence ambiguous for *that is* means adjective clause. The

errors in the category of plural noun such as “..and shake it again about 1-2 minute..”. The lack of grammar knowledge was showed in the omission of plural *s* in the word *minute*. Another example such as “...read it carefully and full of consentrating”. This sentence had an incorrect form which makes it ambiguous because he used verb *consentrating* instead of *concentration* to make a noun. He should write “...read it carefully and full of **concentration**”. In these examples, the ambiguous factor and the students’ native language structure affected their writing in build up hypotheses of English rules.

The third percentage of students’ errors source was Interlingual errors. It was produced as 191 times or 22.76%. This error reffered to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the internal process or external conditions that spawn them. For example, “...should be aware to not be egoism..”. This sentence had an incorrect form because the student used noun *egoism* to refer adjective. The sentence should be “...should be aware to not be **selfish**..”. In this case, the student’s mother tongue interfere his English knowledge that everybody say *egoism* to reflect *selfish* in English. As the interlingual errors are caused by the process/mechanism of transfer and borrowing from the learners’ LI to L2, there will be an errors in constructing the sentence in English. For example, “*First*”. The student might transfered his knowledge that in his native language there were not any rules in constructing a sentence of procedural text. The sentence will be correct if he add to the words **first** which means it explains some steps of making or using something. Another example such as “...one of the responsibility of government to

take care with them...". There is an error in this sentence as he added *with* after *take care* which makes it ununderstandable, instead of "...*one of the responsibility of government to **take them care**...*". In other hand, as the students were not familiar with the determiner in their native language, it tend to occur the errors in making a sentence. For example "*Because gifted students can be assets for the country in the future*". In this case, the student ignored an article of determiner **the** if it had mentioned before or **a** if it was a singular noun. Other example such as "*Allocate 30% government's money..*", instead of "***The allocation of** 30% government's **finance**..*". The student made a sentence which is affected by his lack knowledge of English, so that he analyzed the sentence based on his native language vocabulary. Another example such as "*The cafeteria that this university has now is small and dirty cafeteria*". The student repeated two noun that it could be deleted into one noun *cafeteria* in the beggining of the sentence because it represented the whole meaning of the sentence. In interlingual factor, learners will make errors as the result of transfer from the native language since they have not been familiar with the second language system.

From the research data, it was founded that the lowest percentage of students' error source was Unique errors. The errors source are produced as 52 times or 6.19%. Unique factor occur when the student build his first language development, it must be unique to second language and since it is not interlingual, some must be unique reflections of creative construction. For instance, "*Finnaly, you have to answer this quistion in the book*". There were two errors in this sentence, *finnaly* and *quistion* which has unique construction. The student might

build up his own vocabulary based on his context learning as his teacher pronounce *finaly* and *question*. The correct sentence should be “***Finally***, you have to answer this ***question*** in the book”. Other example such as “..cut the carrot, potatoes, *chicpea*,..”. The student wrote *chicpea* instead of *chickpeas*. These sentence construction caused by their first language development. The creative construction was also found in the sentence “*It will cause many problems such as air polution and bad health of the people*”. This sentence was closely related to over-generalization in which the student failed to observe the restrictions of existing structures. Other example such as “*Because of thos condition,*..”. The student ommitted a letter *e* which should be inserted in the word *those*. The same case like in the sentence “*And the can spend time with their friends*”. Another example such as “...*the government said that there a free school fee but...*”. These sentences have a unique construction which are not caused by the developmental and interlingual factor.

From the frequencies of the sources of errors above, it was conclude that the students’ errors were caused by some sources; developmental, ambiguous, interlingual and unique errors. The students tend to make errors as the result of their native language transfer since they have not been familiar with the English language system which makes them lack of competence to the target language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts namely, conclusion and suggestion. The first part presents the conclusions derived from the study. The second part presents suggestions intended for the teacher, the students, and further researchers.

A. Conclusion

As it was stated in Chapter I, the objective of the study is to describe the grammatical errors and infer the causes or sources of those errors in writing made by the second semester students of English Department of Yogyakarta State University in the academic year of 2011/2012. The researcher analyzed the data based on the surface strategy taxonomy proposed by Dulay, Burt and Krashen. Based on the previous chapter, there are four category of errors were found in the students' writing. The four categories are:

1. Omission

The omission errors are committed 281 times or 47.22% out of total number of the grammatical errors. The omission had the highest frequency of occurrence used in the writing conducted by the English students in their learning process. The omission happened when the students omit an item that must appear in a well-formed utterance or writing. The example found in the data is “...*and need food after do their assignment in class*”. Other example such as “*Beside of that, banning of cigarette advertising wouldn't have...*”.

2. Misformation

The occurrences of misformation in students' writing are 189 times or 31.76% out of the total number of the grammatical errors. The misformation errors had the second highest frequency of occurrence used in the writing conducted by the English students in their learning process. It is happened when the student supplies the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. Misformation errors are divided into three subcategories; Alternating, Archi-form, and Regularization. The example of alternating error such as "*the food is not satisfaction*". The archi-form errors example such as "*...most of gifted students which is...*". Regularization errors covered "*all Indonesian people ever try this food*".

3. Addition

The addition errors are committed 119 times or 19.98% out of the total number of the grammatical errors. The addition errors occurred when the students present an item which must not appear in a well-formed utterance or writing. It is usually occurred in the later stages of L2 acquisition or learning, when the learner has already acquired some target language rules. The addition errors cover three subcategories; Simple addition (the using of an item which should not be appeared in a well-formed utterances), Regularization (in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker), Double marking (The failure to delete certain items which are required in some linguistic construction). The example of simple addition such as "*Many people complaining because...*". The example of

regularization errors such as “*Third, setting your camera*”, and double marking errors such as “*It can be more better if none government side can help too*”.

4. Misordering

The occurrences of misordering errors in writing are 6 times or 1.00% out of the total number of students’ writing. The misordering errors had the lowest frequency of occurrence made by the English students. It is happened when the students make an incorrect placement of a morpheme or group of morphemes in an utterance or writing. The example found in the data is “*It is more spent for recovery the damaged schools*”. Another example such as “*...enter the destination number that we want to be received our message*”.

Afterwards, to infer the cause of source of those errors, it was found that the students committed errors due to some factors. The factors are:

1. Developmental

Based on the data, it was found that the developmental had the highest frequency in affecting the students committed errors 302 times or 35.99% out of the total number of students’ error sources. The developmental errors are happened when the student attempts to build up hypotheses about the English language from his limited experience of misleading explanation provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized which reflects the general characteristics of rule learning. It is also caused by faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. The example of developmental errors that are found in the data such as “*...and it is a big problem that need to be solved*”.

immediately...". Another example such as "*Then pour the boiling water into the cup*".

2. Ambiguous

Ambiguous had the second highest frequency in affecting the students' grammatical errors. It is found 294 times or 35.04% out of the total number of writing errors sources. The ambiguous is caused when the errors reflect the learner's native language structure and the types found in written works/speech of children acquiring a first language. It could be classified equally well as developmental or interlingual. The example found in the data is "*Put the guava into the blender*". Another example such as "*..and make sure that is locked well*".

3. Interlingual

Based from the data, it was found that the students committed errors caused by interlingual errors as much 191 times or 22.76% out of the total number of the students' grammatical errors. This error referred to negative transfer or mother-tongue interference. Interlingual affects the students make errors as the result of transfer from their native language since they have not been familiar with the second language system. The example which is found from the data is "*...should be aware to not be egoism,..*". Other example of interlingual was also found in the sentence "*Allocate 30% government's money..*".

4. Unique

Unique errors had the lowest frequency in affecting the students' grammatical errors. The students committed errors as much 52 times errors or 6.19% out of the total number of students' grammatical errors. Unique errors

occur when the student build his first language development, it must be unique to second language and since it is not interlingual, some must be unique reflections of creative construction. For instance, “*Finnaly, you have to answer this quistion in the book*”. Other example such as “*...the government said that there a free school fee but...*”.

B. Suggestion

This part of the chapter presents some suggestions that will hopefully provide more insight into the learning of writing and give a new idea for better teaching and learning process in university level. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate teaching and learning process. The second is for the English students who are interested in improving their writing skill, thus they can be aware to their writing. The last is for further researchers who will conduct a research related to this research study.

1. The English Teachers

Based on this study, it can be suggested that the teachers should be aware on grammatical errors in writing, thus they can recognize their students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. Knowing the problem will make it easier for teachers to solve the problem. The result of the study will evaluate themselves whether they are succesfull or not in teaching English. It is expected

that the teacher should enhance the method in teaching grammar so that the students are motivated to improve their writing.

2. The English learners

It is better to know about this research study, particularly related to grammatical error. The result of the study will show the learners in what aspect in grammar which is difficult for them. By paying more attention, the learners are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors. The learners are expected to develop their writing proficiency to eliminate or at least reduce those errors.

3. To Further Researchers

It is expected that the result of the study can give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to grammatical errors analysis to enrich the existing study.

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LIST OF TABLES

Table 1.1 The Frequency of Students' Errors

No	Name	Omiss	Addition			Misformation			Misord	Total	Source				Total
			Reg	Double	Simple	Reg	Archi	Altern			Dev	Interl	Ambigu	Unique	
1.	Adityarahman	5	3	0	3	0	0	1	0	12	9	4	1	2	16
2.	Amira K	16	2	1	4	5	8	10	1	47	19	19	29	5	72
3.	Dewi M	5	0	0	3	0	1	1	1	11	6	5	7	1	19
4.	Dhaniar S	11	0	1	2	0	2	5	0	21	8	11	10	2	31
5.	Fahmi A	26	3	0	3	2	2	2	0	38	27	14	15	3	59
6.	Fajar Tri Y	21	0	1	1	6	2	1	0	32	18	12	13	1	44
7.	Fajrul F	11	0	0	1	1	3	0	0	16	6	8	9	0	23
8.	Febrian C.P	9	1	0	3	3	1	5	0	22	12	6	10	2	30
9.	Latifah H	18	3	0	3	2	4	11	1	42	20	6	23	2	51
10.	Leo Fernando P	4	0	0	2	0	0	1	1	8	2	7	3	3	15
11.	Lutifa H	6	0	0	2	2	1	5	0	16	7	6	13	0	26
12.	Novi Ika S	23	3	0	4	1	2	6	0	39	23	14	17	1	55
13.	Nurul Marlisa	25	3	0	5	4	6	5	0	48	21	14	20	2	57
14.	Rayi Rochim	21	1	2	10	3	14	9	0	60	26	16	40	2	84
15.	Retno Palupi D	3	0	0	6	0	0	2	0	11	4	6	4	2	16
16.	Rina Faturahman	7	1	1	7	1	5	4	1	27	11	6	18	2	37
17.	Rizki Eka Widyana	25	2	5	10	4	6	6	0	58	28	23	31	6	88
18.	Sabiqun Nahar	6	1	1	5	6	1	2	0	22	17	3	9	2	31
19.	Suli Afiana	9	0	0	1	1	2	1	1	15	9	4	4	3	20
20.	Umi Solihah	30	0	0	9	3	1	7	0	50	29	7	18	11	65
Total		281	23	12	84	44	61	84	6	595	302	191	294	52	839
		281	119			189			6						
Grand Total		595									595	839			

Table 1.2 The Percentage of Students' Errors

No	Name	Omiss %	Addition %			Misformation %			Misord %	Total %	Source %				Total %	
			Reg	Double	Simple	Reg	Archi	Altern			Dev	Interl	Ambig	Uniq		
1.	Adityarahman	41.66	25	0	25	0	0	8.34	0	2.01	56.25	25	6.25	12.5	1.90	
2.	Amira K	34.04	4.25	2.12	8.51	10.63	17.02	21.27	2.12	7.89	26.38	26.38	40.27	6.94	8.58	
3.	Dewi M	45.45	0	0	27.27	0	9.09	9.09	9.09	1.84	31.57	26.31	36.84	5.26	2.26	
4.	Dhaniar S	52.38	0	4.76	9.52	0	9.52	23.80	0	3.52	25.80	35.48	32.25	6.45	3.69	
5.	Fahmi A	68.42	7.89	0	7.89	5.26	5.26	5.26	0	6.38	27.59	25.42	25.42	5.08	7.03	
6.	Fajar Tri Y	65.62	0	3.12	3.12	18.75	6.25	3.12	0	5.37	40.90	27.27	29.54	2.27	5.24	
7.	Fajrul F	68.75	0	0	6.25	6.25	18.75	0	0	2.68	26.08	34.78	39.13	0	2.74	
8.	Febrian C.P	40.90	4.54	0	13.63	13.63	4.54	22.72	0	3.69	40	20	33.33	6.66	3.57	
9.	Latifah Hanif	42.85	7.14	0	7.14	4.76	9.52	26.19	2.38	7.05	39.21	11.76	45.09	3.92	6.07	
10.	Leo Fernando P	50	0	0	25	0	0	12.5	12.5	1.34	13.33	46.66	20	20	1.78	
11.	Lutifa Hanim	37.5	0	0	12.5	12.5	6.25	31.25	0	2.68	26.92	23.07	50	0	3.09	
12.	Novi Ika S	58.97	7.69	0	10.25	2.56	5.12	15.38	0	6.55	41.81	25.45	30.90	1.81	6.55	
13.	Nurul Marlisa	52.08	6.25	0	10.41	8.33	12.5	10.41	0	8.06	36.84	24.56	35.08	3.50	6.79	
14.	Rayi Rochim	35	1.66	3.33	16.66	5	23.33	15	0	10.08	30.95	19.04	47.61	2.38	10.01	
15.	Retno Palupi D	27.27	0	0	54.54	0	0	18.18	0	1.84	25	37.5	25	12.5	1.90	
16.	Rina Faturahman	25.92	3.70	3.70	25.92	3.70	18.51	14.81	3.70	4.53	29.72	16.21	48.64	5.40	4.41	
17.	Rizki Eka Widyana	43.10	3.44	8.62	17.24	6.89	10.34	10.34	0	9.74	31.81	26.13	35.22	6.81	10.48	
18.	Sabiqun Nahar	27.27	4.54	4.54	22.72	27.27	4.54	9.09	0	3.69	54.83	9.67	29.03	6.45	3.69	
19.	Suli Afiana	60	0	0	6.66	6.66	13.33	6.66	6.66	2.52	45	20	20	15	2.38	
20.	Umi Solihah	60	0	0	18	6	2	14	0	8.40	44.61	10.76	27.69	16.92	7.74	
Total		47.22	3.86	2.01	14.11	7.39	10.25	14.11	1.00	100	35.99	22.76	35.04	6.19	100	
		47.22	19.98			31.76			1.00							
Grand Total		100									100	100				

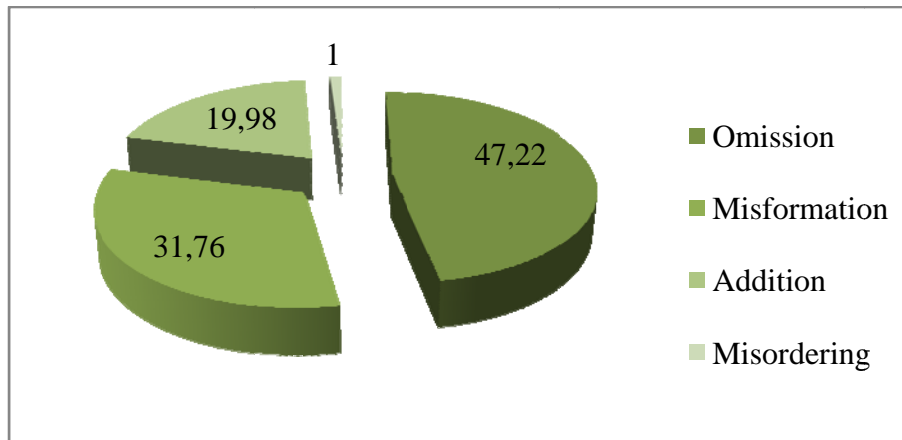


Table 4.1. The types of Students' Grammatical Errors Frequencies

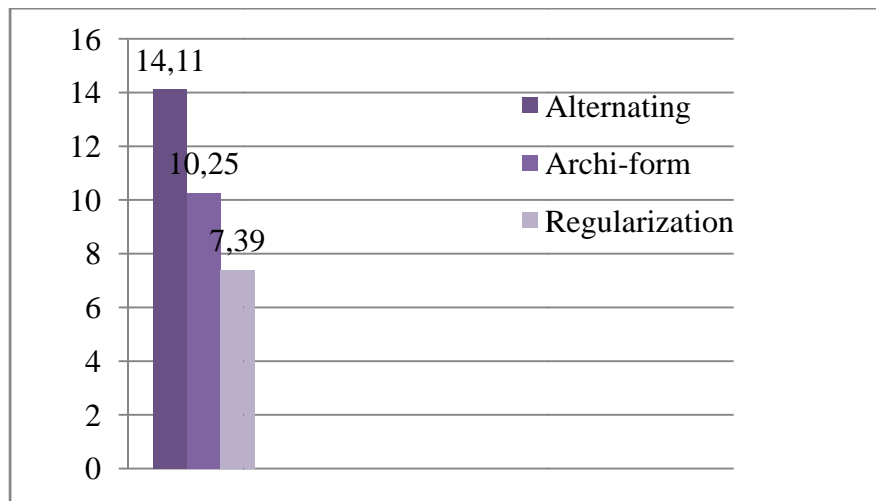


Table 4.2 The types of Misformation Errors Frequencies

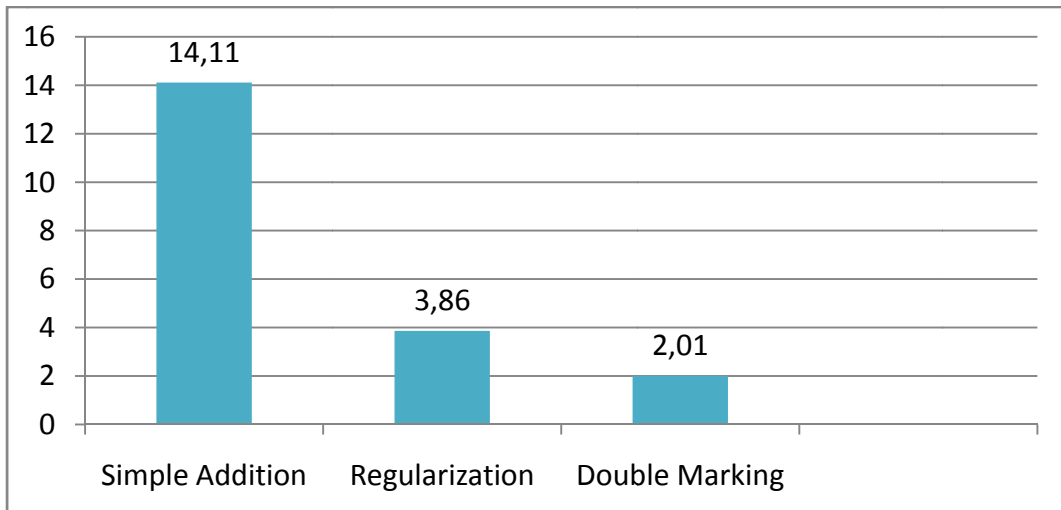


Table 4.3 The types of Addition Errors Frequencies

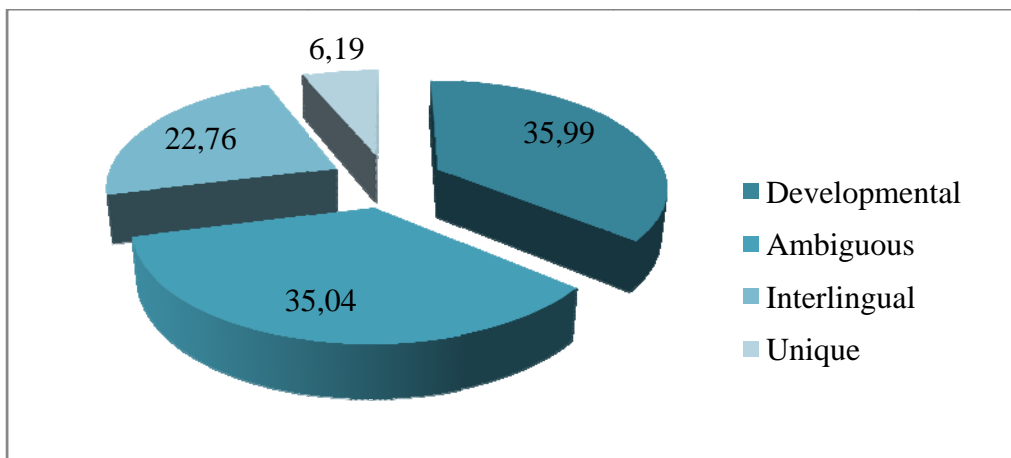


Table 4.4 The types of Students' Errors Sources Frequencies

APPENDICES

THE CATEGORIZATION OF ERROR ANALYSIS

No	Sentences	Correction	Types of Errors	Subcategory of Errors	Sources of Errors	Possibility of Errors
1.	It will be <u>comfort</u> for us...	It will be comfortable for us...	Omission	-	Developmental	Misanalysis, false concept hypothesis, negative transfer
2.	...you should clean your bedroom by sweep and <u>mop</u> the floor everyday.	...you should clean your bedroom by sweep and mopping the floor everyday.	Omission	-	Developmental	Negative transfer, overgeneralization, context of learning
3.	It based <u>your</u> property in your bedroom.	It based on your property in your bedroom.	Omission	-	Ambiguous	Incomplete application of rules
4.	A better cafeteria is needed in this university to facilitated all of the students and <u>the</u> employees.	A better cafeteria is needed in this university to facilitate all students and employees.	Addition	Simple addition	Ambiguous	Positive transfer, communication strategies
5.	A better cafeteria is needed in this university to <u>facilited</u> all of the students and the employees.	A better cafeteria is needed in this university to facilitate all students and employees.	Misformation	Alternating	Unique Developmental	Negative transfer, grammatical knowledge
6.	...I think the fee does not <u>expo</u>.	...I think the fee will not be expensive .	Misformation	Alternating	Unique	Orthographic, negative transfer
7.	They should <u>be</u> finance the education too.	They should finance the education too.	Addition	Simple addition	Developmental	False concept hypothesis, grammar knowledge
8.	Actually, education is needed by all students, for the rich student or the poor <u>student</u> .	Actually, education is needed by all students, for the rich student or the poor students.	Omission	-	Ambiguous	Communication strategies, context of learning
10.	...but it does not <u>deliver</u> well.	...but it is not delivered well.	Omission	-	Developmental	Negative transfer, grammar knowledge
11.	Although the goverment <u>have</u> allocation the finance for education,...	Although the government has the allocation of finance for education,...	Misformation	Regularization	Developmental	Grammar knowledge, overgeneralization, misanalysis
12.	However, some people do not how to download it.	However, some people do not know how to download it.	Omission	-	Unique	Orthographic, context of learning
14.	Cigarette also <u>have</u> big	The cigarette also has big	Misformation	Archi-form	Developmental	

	contributions...	contributions...				
16.	...play the video and automatically <u>the</u> will be the download icon...	...play the video and automatically there will be a download icon...	Omission	-	Unique	
17.	They are smart and if they success, they will...	They are smart and if they are success, they will...	Omission	-	Developmental Interlingual	
18.	...and if they success, they will <u>built</u> our country.	...and if they success, they will build our country.	Misformation	Regularization	Developmental Ambiguous	
19.	It is more spent for <u>recovery</u> <u>the damaged schools</u> .	It is more spent for the damaged schools recovery .	Misordering	-	Developmental	Communication strategies, grammar knowledge
20.	Because in my experience, first time I <u>pick</u> the guitar,...	Because in my experience, first time I picked the guitar,...	Omission	-	Developmental	Grammar knowledge, incomplete application of rules
21.	...maybe your finger will <u>hurts</u>...	...maybe your finger will get hurt...	Addition	Simple addition	Ambiguous Developmental	Overgeneralization, communication strategies
22.	We have a lecturer that only meet <u>with with</u> us some weeks.	We had a lecturer that only meet us some weeks.	Addition	Double marking	Unique	
23.	I and some of my classmates <u>have</u> an experience about this.	I and some of my classmates had an experience about this.	Misformation	Regularization	Developmental	
24.	...we can't get our mark and we must repeat <u>next</u> year.	...we can't get our mark and we must repeat it next year.	Omission	-	Ambiguous Interlingual	Communication strategies,
25.	In fact, the lecturer does not meets the maximum requirement,...	In fact, the lecturer did not meet the maximum requirement,...	Addition	Regularization	Developmental	
27.	Its too sad to see some of <u>our</u> students can't continue their study...	It is too sad to see some of Indonesian students can't continue their study...	Misformation	Alternating	Ambiguous	
28.	It can be worse to the <u>persons</u> if they can...	It can be worse to the person if he can...	Addition	Regularization	Developmental	
29.	...it can be more <u>influence</u> to them...	...it can be more influential to them...	Addition	Regularization	Developmental	
30.	...the pamphlet of cigarettes advertising <u>spread</u>	...the pamphlet of cigarettes advertising are spreading	Omission	-	Developmental	

	everywhere...	everywhere...				
31.	...cigarette advertising can make child or the person under the age try to <u>use</u> cigarette.	...cigarette advertising can make child or the person under the age try to consume cigarette.	Misformation	Alternating	Ambiguous Interlingual	
32.	...government does not make an <u>act</u> to do that to become more better.	...government does not make an action to make it better.	Omission	-	Developmental Ambiguous	
33.	It can be worse to the <u>persons</u> if they can...	It can be worse to the people if they can...	Addition	Archi-form	Developmental	
34.	...and <u>more worse</u> to the person who is not consume it (passive consume).	...and worse to the person who is not consume it (passive consume).	Addition	Double marking	Developmental	False concept hypothesis, misanalysis, context of learning
35.	...and more worse to the person who is not consume it (passive <u>consume</u>).	...and worse to the people who are not consume it (passive consumers).	Omission	-	Developmental Ambiguous	Misanalysis, communication strategies, simplification
36.	If the <u>none</u> government help the students to pay the fee...	If the non government organization help the students to pay the fee...	Addition	Simple addition	Unique	Communication strategies, context of learning
37.	...so that I can be <u>success</u> in my exam.	...so that you can be successful on your exam.	Omission	-	Interlingual Developmental	Overgeneralization, context of learning
38.	After that, read <u>of</u> all that part.	After that, read all that part.	Addition	Simple addition	Developmental Ambiguous	Overgeneralization, context of learning
39.	Our cafeteria in this university is not the one who can <u>make</u> the students comfortable.	Our cafeteria in this university is not the only place which makes the students comfortable.	Omission	-	Developmental	Context of learning, communication strategies, grammar knowledge,
40.	...in other <i>places that far</i> from campus.	...in other far places from campus.	Misordering	-	Interlingual	Communication strategies, simplification
41.	...read it carefully and full of <u>consentrating</u>.	...read it carefully and full consentration .		Archi-form	Ambiguous	False concept hypothesis, communication strategies
42.	<u>Finally</u> , you have to answer...	Finally, you have to answer...	Addition	Simple addition	Unique	Communication strategies, context of learning

43.	...all the smart students that can't continue their study <u>because</u> of financial problem.	...all the smart students that are not able to continue their study because of financial problem.	Misformation	Alternating	Unique	Context of learning, orthographic, communication strategies
44.	...or a private (swasta) school not only from the government's system of education.	...or a private (swasta) school are not only from the government education system.	Omission	-	Interlingual	Context of learning, grammar knowledge
45.	The students will study <u>relaxly</u> ..	The students will be relaxed to study..	Misordering	-	Unique	Communication strategies, misanalysis, context of learning
46.	...and make our country proud because of their <u>intelligency</u>.	...and make our country proud because of their intelligence .	Misformation	Archi-form	Developmental	Misanalysis, communication strategies
47.	...so there will be no <u>worried</u>...	...so there will be no worries ...	Misformation	Regularization	Developmental Ambiguous	Communication strategies, misanalysis
48.	...not all people can finance their education by <u>themshelves</u>.	...not all people can finance their education by themselves .	Addition	Simple addition	Unique Interlingual	Context of learning, communication strategies, orthographic
49.	...enter the destination number that we want to be received our message.	...enter the destination number that your message want to be received.	Misordering	-	Unique Ambiguous Interlingual	Communication strategies, grammar knowledge,
50.	...because this way is easy and can <u>do</u> by almost everyone...	...because this way is easy and can be done by almost everyone...	Omission	-	Developmental Ambiguous	Incomplete application of rules, overgeneralization, grammar knowledge
51.	...it is not convenient to ride <u>on</u> them.	...it is not convenient to ride them.	Addition	Simple addition	Developmental Ambiguous	Communication strategies, positive transfer
52.	...who cannot be sent to school by their parents because <u>there</u> <u>is no</u> money.	...who cannot be sent to school by their parents because they do not have money.	Misformation	Alternating	Ambiguous Interlingual	Communication strategies, context of learning, negative transfer
53.	...the existed cafeteria does not have <u>large</u> parking lot.	...the existed cafeteria does not have a large parking.	Omission	-	Developmental Interlingual	Context learning, communication strategies
54.	...I think the government <u>is</u>	...I think the government does	Addition	Double	Developmental	Communication strategies,

	<i>didn't</i> care about...	not care about...		marking	Unique	positive transfer, false concept hypothesis
55.	...so the government will not upset if they <i>are provided</i> them.	...so the government will not upset if they provide scholarship for them.	Addition	Regularization	Developmental Ambiguous	Grammar knowledge, misanalysis
56.	Thirdly, it takes a long time to wait the <i>ready meals</i> .	Thirdly, it takes a long time to wait the meals ready .	Misordering	-	Ambiguous Unique	Overgeneralization, false concept hypothesis
57.	Education is one the most popular <i>thing</i> in the world.	Education is one the most popular topic in the world.	Misformation	Alternating	Ambiguous	Context of learning, communication strategies
58.	...but the quality of that school <i>doesn't</i> good.	...but the quality of those schools are not good.	Misformation	Alternating	Developmental	Overgeneralization, false concept hypothesis
59.	...a better cafeteria not only expensive...	...a better cafeteria that is not expensive...	Omission	-	Developmental Interlingual	Communication strategies, negative transfer
60.	If we don't have money we can't <i>life</i> .	If we do not have money, we are not able to live .	Misformation	Archi-form	Interlingual	False concept hypothesis, misanalysis, negative transfer
61.	...coffee milk is ready <i>to serve</i>.	...coffee milk is ready to be served .	Omission	-	Ambiguous Developmental	Communication strategies, overgeneralization
62.	... <i>sharing</i> with friends,...	... share with friends,...	Addition	Regularization	Interlingual	Positive transfer, communication strategies
63.	In their home, their <i>surrounding</i> ,...	In their home, their surroundings,...	Omission	-	Ambiguous	Communication strategies, overgeneralization
64.	Many people complaining because...	Many people complain because...	Addition	Simple addition	Developmental	Communication strategies, negative transfer, grammar knowledge
65.	Then pour the <i>boiling</i> water into the cup.	Then pour the boiled water into the cup.	Misformation	Regularization	Developmental	Communication strategies, negative transfer, grammar knowledge